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ABSTRACT

In this discussion of managing continuing education credit programming units, three themes emerge. The first theme is that unit administrators must rely upon leverage, or influence, to coordinate programs effectively and to gain the institution's acceptance of policies and procedures that support the credit programming unit and the adult learners it serves. The second theme is the comprehensive nature of organizing and administering credit courses and programs. Administrators must simultaneously juggle needs assessment, budgeting, marketing, student recruitment and retention, program development, program coordination, faculty participation and development, budgeting and financing, various modes of course and program delivery, student support services, and course and program evaluation, while also attending to the demands and constraints imposed by external agencies and by the parent institution. The third theme is opportunity. Continuing education credit programming has reached a stage of maturity during the past decade. The potential for stimulation and personal and professional growth through such opportunities is boundless. Unit administrators must be willing to participate fully and proficiently in leading higher education into a new era of educational service to adults. (34 references) (CML)

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# Managing Credit Programs in Continuing Higher Education

Joe F. Donaldson

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The Guide Series

in Continuing Education
A publication prepared by the
University of Illinois at Urbana-Champaign

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# Foreword

The management of credit programs in continuing higher education requires many skills, not the least of which are a well-developed political sensitivity and the ability to establish a variety of relationships. As with any complex endeavor, constant attention is needed to make sure that all aspects of every course and program offered are being handled effectively.

Joe F. Donaldson is well qualified to author this publication. He directed a complex credit program operation, in addition to studying how to gain acceptance for this form of study. In his new role as a professor of adult education, he combines practice with theory on how to effectively manage this important area of continuing education.

In addition to presenting a clear process, Professor Donaldson identifies the problem areas likely to be encountered and the staff support needed to administer different forms, levels, and modes of program delivery. For me personally, the most fascinating portions are those dealing with building and maintaining important relationships. The material on maintaining quality control is equally well done.

Those who are managing any aspect of continuing education will find this a valuable guide to the role of leadership in program development and operation. We feel that Professor Donaldson has made an important contribution to the literature of our field.

Charles E. Kozoll
Editor
Guide Series

# Acknowledgments

My appreciation goes out to the many people who helped me with this book. Much of the thought behind it came through reflection on what I had learned while administering a continuing education credit programming unit at the University of Illinois at Urbana–Champaign. During my time there, I learned much from all my colleagues in the Division of Extramural Courses and from other continuing education administrators, the faculty members, department chairs, and deans with whom I had an opportunity to work on a daily basis. My thanks go to all of them for providing me with such a rich and challenging learning environment.

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Finally, a word of thanks goes to my wife, Meredith, and to my children, Susie, Andrew, and Marylee. Many drafts of the manuscript have benefited greatly from Meredith's careful review. And she and the children alike have been constant sources of personal support and encouragement throughout this project.

# Contents


**Foreword** iii

**Acknowledgments** v

**Introduction** 1

**Chapter 1** 7
Guiding Principles of Leadership and Coordination

**Chapter 2** 21
Organizing and Coordinating a Comprehensive Program

**Chapter 3** 39
Developing and Strengthening Relationships

**Chapter 4** 49
Working With Faculty

**Chapter 5** 67
Evaluating Credit Courses and Programs

**Conclusion** 79
The Challenges of Credit Programming

**References** 81

**About the Author** 84

# Introduction

Credit course and degree programming is only one of several programming forms in continuing higher education. But it is an area of programming that is growing and receiving increased attention. In recognition of this development, the National University Continuing Education Association (NUCEA) established in 1985 a new Division of Summer, Evening, and Off-Campus Programs. Results of a survey (Hanniford & Basil, 1988) commissioned by this division indicate that about one-third of responding NUCEA member institutions have a summer session administrator housed in the institutions' continuing education units and that almost 90 percent of the continuing education units offer both evening and off-campus credit courses and programs.

During the last two decades, continuing education credit programming has also become more differentiated in form, level, delivery, and organization. Programs that permit credit for experiential learning and for contract learning have been developed. The number of graduate degree programs offered for part-time adult students has increased, and this trend is predicted to continue (Sonntag, 1986). Courses and programs have begun to be delivered through distance education technologies, including audio-teleconferencing, videotape, video-teleconferencing, and satellite. And institutions of higher education use a variety of organizational models (at some institutions more than one model) for the planning and delivery of credit courses and degree programs. In the most common model—the one emphasized in this book—the credit programming unit, as part of a centralized continuing education unit, works with academic departments in scheduling and delivering courses and programs. Colleges and academic departments may also house decentralized continuing education units that are responsible for the extension of their colleges' or departments' credit courses and programs. Still other institutions have fairly autonomous colleges of continuing studies that are able to award their own credit and degrees.

## Themes to be Highlighted

This book is about managing credit courses and degree programs in continuing education in the various forms, levels, delivery modes, and organizational contexts in which they manifest themselves. To understand this form of continuing education programming is to appreciate the reality of the following events:

1. ***Missing the Magic Moment.*** An off-campus degree program is phased out because of Dr. Stone's negative interpretations of evaluation results. Dr. Stone is an influential faculty member, but he is unfamiliar with off-campus credit programming and adult instruction. The damage is

corrected, and the department attempts to reinitiate the degree program, only to find that another institution is now offering the same program. The department's initiative is thwarted.

2. ***Are Your Bases Covered?*** After making arrangements for an off-campus degree program with local school districts, superintendents, and teachers, Whipple University fails to receive state coordinating board approval for the program. School district personnel are upset, and the academic department questions the wisdom of taking initiatives in light of what it considers to be administrative and bureaucratic hassles required to serve its external constituencies.

3. ***False Hopes—False Expectations.*** A comprehensive survey provides evidence of a significant level of need and demand for a credit degree program. However, when credit programming unit administrators approach the academic department with this information, they are told that offering the program will not be possible. Having had their expectations raised, those who were surveyed are very upset when they learn that the institution will be unresponsive to their need. Credit unit administrators must now expend time and energy in attempting to control the damage done to the image of the unit and the institution. They are also bitter about the situation. They had committed both personal and institutional resources to designing a survey questionnaire, collecting and analyzing data, and writing a summary of results for presentation to the academic department.

4. ***Understanding Constituent Clout!*** A flawed needs assessment results in offering a series of courses that attracts far less enrollment than anticipated. When the history department and the continuing education office realize that their commitment of resources far outweighs the return they will receive, talk of canceling the course series ensues. Students learn of this and begin a letter-writing campaign to the institution's president, insisting that the series continue. As a result, the series is offered to completion even though enrollments are marginal at best.

5. ***Skewed Priorities or Not?*** After several attempts to have an academic department commit to offering a course repeatedly requested by a local professional association, the course is finally scheduled. It will be taught by Dr. Green, who is not only an excellent instructor but a nationally recognized expert in the field. Pre-enrollments are excellent, and the client group is anxiously awaiting the beginning of the semester. Three days before the course is to begin, Dr. Green calls the credit unit administrator to tell her that he has just received a project grant and the course will have to be canceled.

6. ***Low Tech/No Tech—Keeping Pace.*** During the past fifteen years, the continuing education credit unit's program at Omega University has

evolved from the delivery of courses to the offering of degree programs. The institution's record-keeping system has not kept pace. Resources are unavailable for the major computer programming that would be required to support degree programming for nontraditional students in the same way that programming is supported for resident, traditional students. Transcripts still identify students as "nontraditional." Reports needed by colleges and departments for curriculum planning and for reporting faculty and credit generation activity are either unavailable or must be compiled by hand.

These six vignettes illustrate some of the problems that have to be dealt with in organizing and administering credit course and degree programs in continuing higher education. Each of the vignettes also highlights several of the themes that run throughout this book. Credit programming unit administrators must constantly be aware of perceptions of many faculty and campus leaders who still consider continuing education credit courses and degree programs to be, by their very nature, inferior to resident courses and programs. There are many things over which credit unit administrators have little or no control—especially those factors and events arising outside the unit and the parent institution. Working with client groups requires sensitivity and the critical and judicious use of programming techniques advocated in much of the adult and continuing education literature. Unit administrators are heavily dependent upon (but have little authority over) others with whom they work, whether these others are faculty members, campus leaders, academic departments, administrative units, or external stakeholders. As a result, unit administrators must focus upon (1) building and maintaining relationships so that leverage and influence can be applied in programming and (2) developing expertise in continuing education credit programming and clientele interests and needs so that this expertise can be put to work fostering relationships with others.

This book grapples with some of these issues, offering practical means that have been shown to mitigate some of the obstacles and challenges inherent in this form of continuing education programming. At the same time, the book highlights the leadership opportunities that credit programming unit administration can provide for people who wish to contribute to the development of higher education in an era when the education of adults is receiving increased attention.

## The Programming Context

Continuing education credit programming involves the extending of on-campus credit courses and degree programs to adults in ways that accommodate their many roles and responsibilities. Because programming results in the awarding of course credit, certificates, and even degrees—coins of the

higher education realm second in importance only to research and publication—credit programming is a jealously guarded commodity of the higher education community.

This jealousy is compounded because faculty and the institution's academic leadership are apprehensive that continuing education credit courses and programs may fail to meet quality standards. The quality of adult students is believed to be lower than that of traditional students. Instructional resources available either for evening or for off-campus courses and programs are believed to be inadequate. The socialization process that is believed to occur only through extended periods of on-campus residency is thought to be lacking.

In this programmatic context, administrators of credit course and degree programs are faced with special constraints, demands, and choices that are distinct from those faced by administrators of noncredit programs. In addition, the credit unit administrator's role is made more difficult by the fact that he or she is often expected to oversee a comprehensive program of courses and degrees that rivals the size and complexity of most administrative functions of many small colleges.

## Overview

The purpose of this book is to provide an overview of principles, practices, and procedures required in organizing and administering an effective credit programming unit in continuing higher education. The book's content is drawn primarily from administrative experience with, and observations of, off-campus credit course and degree programs offered by major research universities. The importance of different contextual factors and organizational models varies among different institutional types (as they do among institutions of like type). Even so, the principles and practices covered are applicable to all institutions of higher education (whether they are two- or four-year colleges or universities) as well as to the administration of summer, on-campus evening, and off-campus credit course and degree programs.

Topics covered include:

1. Guiding principles of leadership and coordination in credit programming (chapter 1)
2. Organizing for and coordinating a comprehensive credit program (chapter 2)
3. Developing and strengthening relationships with colleges, departments, campus leadership, and client groups (chapter 3)

4. Working with faculty and supporting faculty involvement in credit programming (chapter 4)
5. Evaluating credit courses and programs (chapter 5)

The book is intended primarily for deans and directors of continuing higher education, directors and coordinators of credit courses and programs, and continuing education field staff who work in the credit area. Deans, department heads, and faculty members involved in credit programming for adults may, however, also find much of what is covered here to be relevant to their situations, as may individuals involved in other arenas of adult and continuing education practice.

# Chapter 1
# Guiding Principles of Leadership and Coordination

Chapter 1
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Chapter 2
Organizing and Coordinating a Comprehensive Program

Chapter 3
Developing and Strengthening Relationships

Chapter 4
Working With Faculty

Chapter 5
Evaluating Credit Courses and Programs

Conclusion
The Challenges of Credit Programming

Organizing and administering continuing education credit courses and programs requires an understanding of leadership and managerial principles, as well as specific functional areas of credit programming. This chapter briefly introduces some leadership and management principles that will be interwoven throughout later chapters.

## Managing and Leading

Warren Bennis (1984) says that managers "do things right," while leaders "do the right thing." Attention to detail is undeniably critical in effective credit programming. Yet administrators must also rise above day-to-day detail to gain a view of where they are, where their total program is going, and how all courses and degree programs interplay with each other. In short, administrators of credit programming units must be both good managers and effective leaders. Leadership does not end in the continuing education unit itself. Rather, it needs to be extended to one's activities and relationships with the entire institution, client groups, the community, and the larger, external environment of the credit programming unit.

According to Bennis (1984), to be an effective leader, one must focus on four things. First, leaders must have a sense of direction, a vision of what the unit's total program is to become. This is necessary to provide leadership in directing staff activities. But it is just as necessary to have a sense of direction and vision that can be communicated to all those with whom the administrator works. Faculty members, other campus administrators, and others must be aware of the direction the credit programming unit is taking so that they can be involved in defining that direction and participating in it.

Second, leaders must manage the meaning of what their unit is about. This requires the development of a unit identity that is shared by the staff and is communicated to outsiders. A favorable identity is prerequisite to internal and external marketing, as well as to building a positive image of the unit in the minds of stakeholders (Deal, 1987). Stakeholders will see, for example, an image of (1) a unit committed to academic integrity and other institutional values that assure high quality credit courses and programs, (2) an effective and efficient unit committed to serving instructors and capable of reducing administrative hassles for them, and (3) a staff that possesses expertise in program planning, course delivery, adult learning, and marketing, especially as related to credit course and degree programming. And this image

will do much to foster good working relationships with others and the development of the credit programming unit's total program.

Third, leaders must be consistent, dependable, and credible. These three attributes are particularly important when dealing with faculty members, academic departments, and client groups. As noted later, much of the power that credit programming unit administrators are able to exercise within and outside the institution comes from developing good interpersonal relationships with others and from the trust others put in their ideas, judgments and recommendations. In spite of a person's interpersonal skills, without consistency in approach, without follow-through in what is promised, and without credibility, an administrator's effectiveness is severely limited.

Finally, leaders must manage themselves well. They must know their own strengths and use those strengths effectively. They must likewise be aware of their weaknesses and compensate for them in their work, even selecting staff members who have complementary strengths and weaknesses to work with them. Leaders must be committed to developing themselves. This requires them to have a positive self-concept and to develop themselves both professionally and personally. They must make time to be involved in continuing professional learning, and in learning and activities that contribute to their personal development.

Many consider leadership to be the sole dominion and responsibility of chief executives, thereby relegating managerial tasks to directors of and administrators in credit programming units. However, it is argued here that leadership by all levels of professional staff is essential to the development and administration of effective continuing education credit programming. The kind of leadership required and the groups with which it can be exercised will of course differ according to each professional's particular role in the unit. Each professional, irrespective of role or position can, however, exercise educational leadership, which requires a vision of what the unit's total program could and should be and a commitment to work toward those ideals. This form of leadership also depends heavily upon administrators' expertise and the development of expert power, a topic addressed later in this chapter (Donaldson, 1989b).

## Constraints, Demands and Choices

Knox (1981) writes that "the latitude for most [adult education] agencies lies between the demands and constraints of the parent organization." The concepts of constraints, demands, and choices (latitude) have also been used by Stewart (1982) in her description of managerial work. Constraints on credit programming and on the jobs of administrators in the credit programming unit come from sources external and internal to the institution. They manifest themselves in several forms:

1. State-level policies on credit programming, as was seen in the second vignette in the "Introduction"
2. Competition from other institutions in the institution's service area
3. The mission and strengths of the parent institution
4. A reward structure for faculty that does not sufficiently consider continuing education activities in promotion, tenure, and salary increase decisions
5. Requirements that course offerings fit into the academic calendar used in resident instruction
6. Resource limitations
7. The organization's definition of the credit programming unit's work
8. The inability of campus administrative units to adequately support the credit unit's programming, as described in the sixth vignette in the "Introduction"
9. Institutional attitudes about and policies on credit programming
10. The institution's physical location.

Demands come from the parent institution in the form of policies and procedures that cannot be ignored. There are expectations of self-support and high quality programming; expectations that standard accounting and budgeting procedures will be followed and that residuals (that is, revenue above expenses) will be returned to the parent organization; expectations that the programming unit will cooperate with academic departments in developing and offering courses and programs identified as high priorities by the institution's administration; role definitions that specify with whom a unit administrator may and may not work; and expectations of how an administrator and his or her staff are to carry out their unit's duties.

The latitude between constraints and demands determines the quantity, quality, and types of choices that can be made about the unit's work. Because constraints and demands can change, this latitude varies over time, but it also varies for different institutions, continuing education units, and administrative positions (see Figure 1). When demands are high and constraints tight, choices are limited and effectiveness in programming and in job performance is most probably measured in terms of meeting expectations (demands). When the latitude for choices is greater, effectiveness is measured more in terms of whether the right choices are made (doing the right things).

When choices are available, they can be made in *how* work is done and *what* work is done (Stewart, 1982, p. 2). If changes in standard operating

procedures do not violate expectations and exceed constraints, changes can be made in *how* work is done. A change to computerized registration, accounting, and data management systems is an example of a choice in how work is done. Another example would be a change in the way students must register for courses and pay tuition and fees. A choice to use distance education technologies to deliver courses would also fit into this category of choices.

Making choices about *what* work is done is usually more strategically important to the administrator and to the programming unit than are decisions about how work is done. In fact, making choices about what work is done requires leadership—having vision about what work should be done or "doing the right thing," while making choices about how work is done requires a focus upon "doing things right," or management. Making choices about what work is done may involve changes in programmatic priorities, for example from undergraduate to graduate level programming, or from course to degree programming. It may also involve extending

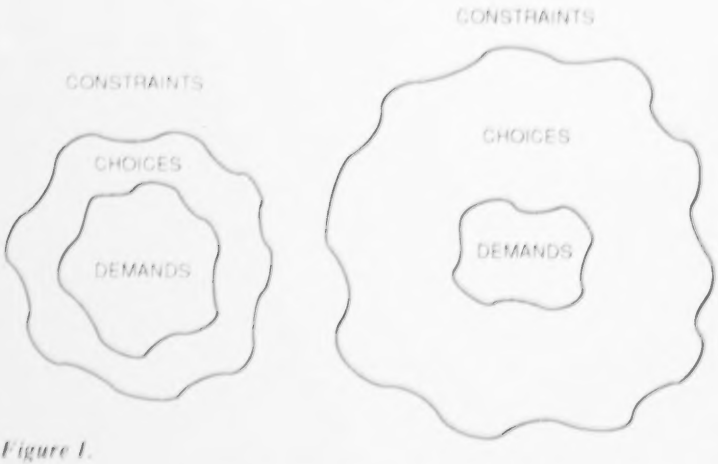


*Figure 1.*

*Differences in the demands, constraints, and choices in what work is done and how work is done by the credit programming unit and its administrators. The wavy lines suggest the likelihood, as well as the potential, for change.*

*From Rosemary Stewart,* Choices for the Manager, *© 1982, p. 7. Reprinted by permission of Prentice Hall, Inc., Englewood Cliffs, New Jersey.*

a unit's programming domain into areas not previously addressed, for example expanding the unit's total program in order to work with an academic department the unit has not traditionally worked with, developing contract course offerings when the unit has historically offered only open enrollment courses to the general public, and beginning to work with academic departments in offering summer courses on campus when the unit has previously offered only courses located off campus.

Effectiveness in organizing and administering credit courses and degree programs requires administrators to identify and fully understand the constraints, demands, and choices in their own and their unit's work. To the extent possible, administrators should seek to push back constraints, and work to have demands relaxed, thereby increasing the quantity, improving the quality, and expanding the types of choices available to them. If, for example, campus policies do not support credit programming for adults, the administrator should work toward the acceptance of policies supportive of credit programming. If all residuals must be returned to the parent organization, negotiating some program development capital for the unit would reduce this demand on the unit and provide more choices and flexibility in programming.

## Five Principles of Program Coordination

Directors of programming units and the administrators who work under their direction are responsible for coordinating a comprehensive program of credit courses and degree programs. Although many of the skills and tasks of program coordination are similar to those of program development, coordination differs in (1) the scope of activities that tasks must address; (2) its focus upon the interplay of individual courses and degree programs and the mutual effect they have upon one another; (3) the need to attend to the three interacting variables of people, procedures, and work (Handy, 1985, pp. 368-371); and (4) the need to achieve optimal integration of activities.

Alan Knox (1981, pp. 8-9) notes that unpredictability in funding, participation, personnel, and migratory participants and resource persons requires administrators to provide a "human glue" to hold continuing education agencies together. This is no less true for directors and administrators of credit programming units. To ensure the strength and bonding power of this "glue," however, administrators must keep in mind five key principles of program coordination.

### The Helicopter Effect

To effectively coordinate a comprehensive program, administrators must be willing and able to rise above the press of day-to-day details (Handy,

1985). From this vantage point, they can get a more complete picture of their total program, the interplay of its various components, and the effect the total program has upon other factors within the institution and the unit's service area. For example, if several academic departments in the same location offer credit courses, the administrator may be able to broaden the base of electives available for clientele. A focus on the details of only one course or degree program would preclude taking advantage of this opportunity to better serve the programming unit's client groups. Administrators must constantly attend to this principle, because it takes planning, effort, and effective management of self to make the time necessary to rise above day-to-day activities and crises.

## Power and Influence

Credit programming unit administrators have little if any direct authority or control over those outside their unit. This point is illustrated by the fourth vignette in the "Introduction"; here, the client group had the power to prevent cancellation of the series of courses. The point is also portrayed (vignette five) in the helplessness and frustration that the administrator must have felt when Dr. Green announced that the course he had agreed to teach would have to be cancelled. Because unit administrators are dependent upon persons over whom they have little or no control, other forms of power, especially influence and leverage, must be cultivated. This can be done by exercising whatever legitimate authority an administrator has, by developing the influence and leverage that come from others' recognition of an administrator's expertise, and by building a base of personal power.

### *Position Power and Status*

Credit programming unit administrators must have sufficient position power (legitimate authority) and appropriate status (Handy, 1985) as viewed by campus leadership, faculty, and staff. Position power exhibits itself, for example, in control over financial resources and their allocation, in authority over the cancellation of courses and programs, and in the development of unit policies and procedures (such as those related to employment and payment of adjunct instructors, student registration, and arrangements and payment for classroom space) that directly affect program development and implementation. This form of power is either vested in the responsibilities of role incumbents or is directly or indirectly delegated to them. It is a type of power that continuing educators seldom talk about, but all continuing education administrators do have certain legitimate powers that come with their roles. These powers must be accepted and exercised if program coordination is to be effective.

Status, in contrast to position power, may come with the position, but it is as likely to be a function of the perception of others. One's status is

increased to the extent that one's position is seen to be important by the people with whom one works (Handy, 1985, p. 210). The importance of the credit programming unit and of the administrator's job therefore depends on how critical the credit function is for campus and individual academic departments achieving their agendas. One's status would be increased, for example, if the credit programming unit were viewed as essential to the development of a department's relationship with a professional association. Consequently, status is closely related to the concept of internal support for the credit function, a topic considered in depth in chapter 3.

*Expertise*

Developing and enhancing administrators' proficiencies has become an important agenda among continuing higher education professionals. NUCEA's (1988) Continuing Higher Education Leadership (CHEL) project has developed a "Self Assessment Inventory" for practitioners to use in their professional development activities. The inventory is designed around the concept of proficiency developed by Knox (1979, 1987) and others (for example, American Society for Training and Development, 1983). Proficiency entails both understanding and experience; it is defined as the ability of a professional to perform at a desirable level when given the opportunity to do so (Knox, 1979, p. 4). Four major areas of proficiency have been identified in the NUCEA inventory for all continuing higher education administrators: (1) perspective on the field, (2) personal qualities, (3) program development, and (4) administration. A position-specific profile for directors of credit programming units has also been developed as part of the CHEL project and is available from NUCEA.

The concept of expertise as used here combines the concept of proficiency with the need for others to recognize that the person or the credit programming unit is proficient in certain areas. In this way, expertise becomes a form of power and leverage that the unit and the administrator possess. Those who recognize proficiency in others are more apt to respect and act upon their professional judgment and advice and are less apt to resent being influenced (Handy, 1985). For credit programming unit administrators, it is critical that others in the institution recognize that they possess proficiencies common to all continuing higher education administrators and unique to the administration of credit courses and programs. These unique proficiencies include understanding and managing the following:

1. Threats to the coherence of adult, part-time students' programs of study

2. Matters of degree program curricular design and implementation in off-campus, evening, and summer session settings

3. Ways the institution can adapt to adult learners enrolled in credit courses and programs
4. Ways in which credit course and program needs assessments resemble and differ from noncredit needs assessments
5. Variations among needs assessments for courses and programs and among different client groups
6. The need to administer and coordinate different forms of course and program delivery
7. Special considerations involved in credit course and program evaluation and quality control
8. Modification of approaches to marketing credit courses and programs
9. Unique dimensions in strengthening internal and external relationships in the credit programming domain

All too often continuing education units define themselves and are in turn defined by others as service units. Although the credit programming unit must provide a service (and an effective and efficient one at that), the unit must also offer educational leadership. This leadership can be accomplished only by obtaining and exercising the power that comes through others' recognition of the administrator's and the unit's proficiency and expertise in the areas outlined above.

Recognition of proficiency is also fostered by academic experience. Perceptions of expertise will be heightened if a credit programming unit administrator has not only taught credit courses but has also participated as a faculty member in an academic department's design of its program. Experience in writing and research also contributes to others' perceptions of expert power in a higher education context. Although they cannot always do so, administrators should try to gain some experience in the academic life of the institution if they do not already have it.

***Interpersonal Skills***

In working with others, credit programming unit administrators need skills to assist them (1) in managing conflicts that arise in their work, (2) in developing informal networks across the parent organization, and (3) in building another base of power—personal power—that can be used in persuasion. Conflict arises in all organizational contexts. If properly dealt with, however, it can be effectively managed to reduce the harm it might inflict. Or conflict can be turned into useful competition or purposeful argument, both of which can be used productively within the organization

(Handy, 1985). Administrators should know different strategies for managing of conflict and should use them in their work.

Credit programming unit administration involves the management of a continuous process of building and maintaining relationships. Interpersonal and informal communication networks help administrators to get their work done, and to develop sources of information—information that is critical to effective program coordination.

Although power can come from the position that administrators hold in the organization and from the expertise others attribute to them, it can also be derived from personal attributes—from personality and from the relationships an individual develops with others. As noted earlier, because credit programming unit administrators have little if any direct authority over those with whom they work, other forms of power must be cultivated. One of these is personal power, which contributes to the administrator's ability to be persuasive and to apply leverage when needed to coordinate the unit's total program.

## Uniformity and Diversity

Credit programming unit administrators should be able to balance uniformity with diversity. Certain levels of uniformity in procedures, policies, and processes must be in place if a unit's total program is to be effectively and efficiently coordinated and managed. Yet working with different academic departments, faculty members, and client groups, and using a variety of course and program delivery mechanisms require flexibility so that the credit programming unit can attend effectively to diverse interests, needs, and motivations. Too much uniformity interferes with the flexibility needed to work with the different stakeholders of a credit programming unit. Too much diversity results in inefficiency and ineffectiveness in program coordination. Administrators should aim for an optimum balance between uniformity and diversity in their unit's operations. This optimum level will differ for each organization and will depend in part upon the constraints, demands, and choices that administrators have in their jobs.

This need for balance also applies to the arena of values. Credit unit directors, more so than those with responsibility for noncredit programming, have to be consistent in their support of key institutional values and systems in order to maintain the power described in previous sections. But consistency is not equivalent to total uniformity. Rather, while administrators and their units must support key institutional values and systems, they must also be comfortable with and supportive of some diversity in values—

especially the values unique to the academic departments and professions they work with and the values related to working with adult learners—if they are to be effective, creative, and innovative forces in their institutions. This too requires arriving at an optimum, and often delicate, balance between uniformity and diversity in dealing with the values and norms of the institution and others with whom administrators work.

### People, Systems and Procedures, Work and Structure

Credit unit administrators need to manage the three interacting variables of people, systems and procedures, and work and structure (Handy, 1985). The administrator's work is not confined to external relationships. Internal coordination of the unit's people, procedures, and work is necessary for smooth unit operation. In fact, it is only through effective internal coordination that time is made available to develop external relationships, to study the unit's external environment, and to be able either to respond to changes in the environment or to be proactive and affect the environment in advantageous ways. Ineffective internal operations fraught with problems only distract administrators from other tasks that are more critical to the unit's coordination and well-being.

Handy (1985, p. 368) identifies several tasks that administrators must attend to in managing each of these three variables. In the people area, the tasks are recruitment and selection, reassignment, training and education, rewarding, and counseling of staff. In the work and structure area, the duties are organizing reporting relationships, defining job tasks, enriching jobs, and defining roles. And in the systems and procedures category, the tasks are developing and monitoring communication systems, reward systems, information systems, reporting mechanisms, budgeting systems, and decision-making systems. What must be kept in mind about these three categories of variables is that a change in one will produce changes in the other two (Handy, 1985, p. 369). Introducing a computerized record-keeping system, for example, may affect office communication channels, may raise the staff's anxiety level, and will require staff training. Therefore, each category of variables and their effect upon each other must be monitored and managed as part of program coordination.

### Information Nerve Center

Credit programming unit administrators must serve as information nerve centers for their units. Information is a critically important resource for the effective operation of the unit and coordination of its overall program. The importance of information to the continuing education unit and the role of gathering information from the external environment is repeatedly addressed in the management and continuing education literature. Quality

information improves decisions, assists in deciding what work is to be done, and grounds strategic planning in reality. For example, knowing what the competition is doing in a particular location will help the administrator to correctly advise an academic department about the placement of its courses and programs. Knowing about the difficulties an academic department is experiencing will allow the administrator to approach the department with a sensitivity to the ways programming might help solve its problems. Administrators must develop information sources and seek information throughout the unit's service area and the institution to have as much information as possible when decisions are made.

## Six Principles for Working With Others Outside the Unit

Managing a credit programming unit requires constant attention to building and maintaining relationships outside the unit. These relationships have to be fostered with those in the parent institution, as well as with individuals, groups, and organizations in the unit's service area. In this section, six key principles for working with others will be reviewed briefly. Building and maintaining relationships will be dealt with in greater detail in chapter 3.

### Openness

Credit unit administrators need to be open to others' perceptions, problems, and ideas. Only by actively listening to and understanding others' views of reality and their perceptions of the problems that they and their units face can administrators contribute to their agendas and help solve their problems. All too often our own agendas and problems interfere with our really hearing and really understanding the perspectives of others with whom we work. Openness is required to foster effective communication, problem solving, negotiation, decision making, change, and the strengthening of relationships.

### Ownership

Others must be given ownership of ideas, programs, and policies. Like most effective administrators, credit programming unit administrators must learn to live vicariously through the successes of the faculty members and academic departments they work with. Internal support of courses and programs, policies and procedures requires that others have a stake in them and have ownership of them.

### Reciprocity

"You scratch my back, and I'll scratch yours" accurately communicates the concept of reciprocity. It is a basic principle of the political dimension

of organizations. Credit unit administrators need to understand and act on this principle. To the extent that they can act on it in mutually beneficial ways, their work and relationships with others will be enhanced.

### Logical Incrementalism

James Brian Quinn (1980) has identified "logical incrementalism" as a change strategy that many successful administrators use. To use this strategy, administrators must (1) have a sense of direction, (2) encourage experimentation, (3) collect data about the results of experiments that can be shared with others, (4) move slowly in stepwise fashion, and (5) develop pockets of support for ideas (especially with opinion leaders). Since credit programming is so carefully guarded by the academy, change in credit programming occurs very slowly. Also, if change is to be successful, it must "bubble up" within the organization. These two conditions point to the use of "logical incrementalism" as an appropriate change strategy for credit programming unit administrators. For example, change from face-to-face to mediated course delivery is usually resisted in higher education. Working incrementally has a better chance of effecting change than "laying the change" on the campus. In short, administrators will have greater chance for success by moving logically and incrementally than by attempting to effect change by grand design.

### Multiple Communication Channels

Administrators of credit programming units should open channels of communication to others. They should aim toward variety in their personal contacts and in the academic departments and colleges with which they work. This is not only wise strategically, but it also allows administrators to broaden their base of understanding of and support for their total program across the institution.

### Zones of Compatibility

Administrators should identify and develop zones of compatibility between their unit's goals and those of sponsoring academic departments. Compatibility can come in many forms. Academic departments may wish to participate in credit programming for a number of reasons: to maintain or to increase enrollments; to develop relationships with professional associations, businesses, school districts, or government; to contribute to broader political and strategic agendas of the institution; to provide additional income for faculty members; to contribute to social, political, and visibility agendas of their own; to foster research and development agendas; because they believe participation has intrinsic value; or any combination of these and other motives. The administrator's role is not to judge the differing

motivations of academic departments and faculty, but to identify these motives and develop compatibility between these motives and the agendas of the credit programming unit. Goal compatibility and complementarity provide another basis upon which relationships can be built and fostered.

## Summary

This chapter has addressed some leadership and managerial principles in organizing and administering credit courses and programs. Unit administrators are encouraged to:

- Focus on four competencies of leadership: having a sense of direction, managing the meaning of the unit, being consistent, dependable, and credible, and effectively managing one's self
- Recognize constraints, demands, and choices of their unit and job, and seek to push back constraints, reduce demands, and thereby increase the number, type, and quality of choices
- Be aware and act upon five principles of program coordination
- Keep in mind the six key principles for working with others.

The next three chapters focus on specific functional areas of credit programming into which the concepts presented in this chapter are interwoven.

## Coordinating and Administering Face-to-Face and Distance Education Courses and Programs

The means selected to deliver credit courses or degree programs have implications for how staff members and their work are organized. To illustrate, let's compare some of the factors involved in administering credit courses offered at a distance from campus using (1) face-to-face instruction, (2) instruction delivered through audio-teleconferencing, and (3) instruction through videotape.

### Organization of Work

In the face-to-face model, we are concerned most about getting people together in the same place at the same time. Transporting instructors to off-campus locations where students have gathered is the major logistical concern, and effective and efficient travel coordination is key. Once this is accomplished, instructors are relied upon to deliver instructional materials and to handle many of the administrative details (for example, registration if on site) associated with the course. With instructors and learners together

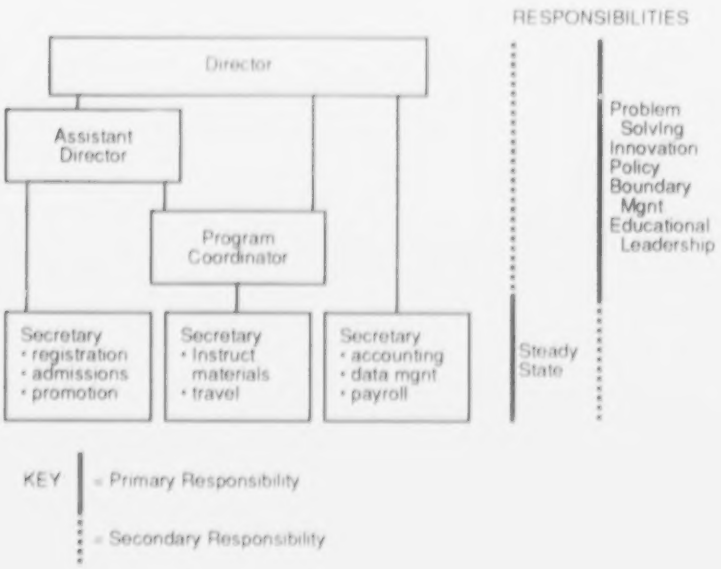


***Figure 3.***

*Typical staffing pattern in medium-sized credit programming unit*

in the same place and at the same time, communication, teaching, and learning can take place.

In the audio-teleconferencing model, we are concerned most about having people communicating with each other at the same time. Facilitating this communication is a major logistical concern. But in this instance, instructors cannot act as administrative agents. Additional logistical support must be provided by the credit programming unit staff and by individuals at off-campus locations. The unit staff must be responsible, for example, for handling a "call-in" or "mail-in" registration system; for mailing and receiving handouts, homework assignments, and examinations; and for maintaining regular contact with faculty members to ensure that materials are moving smoothly among sites. Individuals at off-campus sites must be responsible for facilitating the registration process, receiving materials, proctoring examinations, and returning materials to the campus. And all this must be done in a timely way to prevent delays from disrupting the teaching and learning process. In addition, the programming unit must either have the staff or arrange to use the staff of another continuing education or campus unit to set up equipment, monitor its performance, and facilitate its use by instructors and students. And times for students to talk with instructors individually must be arranged, since the public nature of audio-teleconferencing often precludes individual conferences before and after class and during breaks.

In the videotape model, we are concerned about getting instructional materials (the videotape and supporting materials) and learners together at the same time. Again (and perhaps even more so in this instance, because synchronous instructional communication between instructors and students is not characteristic of this model), people and mechanisms must be in place on and off the campus to handle logistical details. Viewing schedules and the pace at which learners proceed through a course must be determined and monitored. Regular telephone office hours need to be arranged for instructor-student conferences. Arrangements may need to be made for the entire class to meet with the instructors by using either audio-teleconferencing or face-to-face meetings on campus or at an off-campus location. And distributing and receiving materials, including the central instructional component, the videotape, must be coordinated at both on- and off-campus locations.

## Implications for Staffing

Expansion of delivery methods beyond face-to-face instruction to include distance education technologies requires hiring more staff members and/or assigning current staff members additional responsibilities. Because the instructor cannot act as an administrative agent for the continuing

education unit, the staff must assume these responsibilities. The staff must also directly oversee and manage delivery as it takes place. And for videotape delivery, production of instructional materials is required.

The responsibilities of staff members not directly involved in course and program delivery will also be affected. Thus the method of paying instructors may differ for mediated instruction, budgeting and accounting procedures will have to be modified to address different cost and income variables introduced by the new means of delivery, and the professional staff will have to gain additional expertise in distance education so that they can be effective in their work with colleges, departments, and instructors. Introducing distance education delivery methods therefore affects the differentiation of staff roles and the organization of a programming unit's work. Depending on the extent to which distance education delivery is used, it may also have an effect upon the total number of staff members needed to carry out the unit's work. The primary concerns and task responsibilities for these three modes of credit course delivery are summarized in Table 1.

## Credit Courses and Degree Programs

In the types of credit programming, one major distinction is between single, unrelated course offerings and certificate and degree programs. Certificate and degree programs require programming procedures that differ both in degree and kind from those required by unrelated course offerings. These differences are evident in the needs assessment, marketing, and curricular planning and support required for certificate and degree programming.

### Needs Assessment

Degree and certificate programs require a greater commitment by learners, academic departments, and the credit programming unit than do course offerings. In the case of course offerings, sunk costs are relatively low, a limited amount of coordination is required, and all parties' commitment is kept within the bounds of an academic term. In contrast, degree programs require greater up-front costs, a high level of coordination, and substantial resource commitment over an extended time period. Learners are committing themselves and their families, friends, and employers to extended use of discretionary time and dollars in pursuit of degrees. Academic departments commit both financial and human resources for the life of the program, thereby reducing budget and staffing flexibility from one term to the next. Degree and certificate programs also require the credit programming unit to commit considerable staff time and energy and financial resources not only to the coordination of each term's offering, but to the coordination and support of the program over many terms. As a result

***Table 1.***

*Three Modes of Credit Course Delivery, Areas of Primary Concern, and Task Responsibilities*

| | **Face-To-Face** | **Audio Conf.** | **Videotape** |
|---|---|---|---|
| **Primary Concern** | People at the same place at the same time | People communicating at the same time | Materials and learners together at the same place at the same time |
| **Primary Logistical Detail** | Travel | Facilitation of audio communication | Material distribution |
| **Major Tasks** | **Responsible Party(ies)** | **Responsible Party(ies)** | **Responsible Party(ies)** |
| Delivery of Instructional Materials | Instructor | Unit staff[2] | Unit staff[2] |
| Production of Instructional Materials | Instructor | Instructor | Instructor, with unit staff |
| Registration | Instructor[1], if on-site | Unit staff[2] | Unit staff[2] |
| Course Administration, Including Scheduling and Pacing | Instructor | Instructors with unit staff | Unit staff, with instructor |
| Instructor-Student Communication | Instructor | Unit staff, with instructor | Unit staff, with instructor |
| Communication Equipment | | Unit staff | Unit staff |

[1]Often with the help of other staff
[2]Often with the help of off-campus coordinators

of this difference in commitment, more extensive and formalized assessments of need and demand are justified for degree and certificate programs than for a single course. Yet assessment must proceed in a way that avoids the results of the flawed needs assessment highlighted in the fourth vignette in the "Introduction."

# Chapter 2
# Organizing and Coordinating a Comprehensive Program

Chapter 1
Guiding Principles of Leadership and Coordination

Chapter 2
Organizing and Coordinating a Comprehensive Program

Chapter 3
Developing and Strengthening Relationships

Chapter 4
Working With Faculty

Chapter 5
Evaluating Credit Courses and Programs

Conclusion
The Challenges of Credit Programming

The function of organizing and coordinating a credit unit's comprehensive program is the point at which the administrator works at the interface among the unit's staff, colleges and departments, and client groups. It involves attention to staffing (work and structure) and to systems and procedures. This chapter reviews some ways that a credit programming unit can be organized. It also addresses the implications for staffing and work that different means of course delivery have for the unit. Procedures to be employed in needs assessment, program planning, and marketing are considered as well by focusing upon distinctions in these areas for individual credit course offerings and degree programming.

## Staffing

The choices afforded in organizing the responsibilities and work of a unit's staff depend in part upon unit size and mix (professional and support staff), in part upon the nature of the unit's total program, and in part upon whether certain functions are provided by other continuing education or campus units. As Strother and Klus (1982) note, some formal structure begins to emerge in units with as few as six staff members. However, some role differentiation, even if on an informal basis, is necessary in two-person operations to prevent duplication of effort, to provide clear channels of communication for those outside the unit, and to ensure unit effectiveness and efficiency. The proportion of professional and support staff members in a unit also has implications for how the unit is organized. For example, a unit with a preponderance of professional staff members may have to assign them more of the nuts-and-bolts, day-to-day responsibilities than would be necessary with a more balanced staff.

The level of program differentiation also affects a unit's organization. As the total program differentiates, staff roles and responsibilities must likewise become more differentiated. Program differentiation increases with growth in the number of different (1) colleges and departments the credit programming unit works with, (2) program types the unit is responsible for (summer, evening, and/or off-campus), (3) program levels addressed (associate, undergraduate, and/or graduate), (4) program formats offered (course, certificate, and/or degree), (5) delivery systems used (face-to-face and different distance education methods), and (6) combinations of these factors.

Finally, organization of the staff is affected by the presence or absence of other continuing education or campus units that may be able to perform key programmatic functions. The existence of a marketing unit in the continuing education operation reduces, for example, the need to assign this entire complex function to unit staff. Likewise, an ability to work through the institution's registrar's office means that staff members are not needed to perform the critical function of registering course participants.

## Some Principles

Although each of these factors is important, there are three principles that administrators should also keep in mind in staffing. The first principle is that the unit's staffing pattern should mirror the organization of the unit's environment. In credit programming units, this can take one of several forms: the unit might be organized to correspond to the institution's college and departmental organization, to the different client groups served, to different program types, forms, and level, or to different delivery methods employed. A mixture of these staffing patterns is usual in most credit programming units.

Even though a certain level of specialization is required in all credit programming units, the second principle is that overspecialization in defining roles and responsibilities is to be avoided. Although large staff size and extensive program differentiation may point toward developing distinct roles and responsibilities and toward strict reporting and control lines, too much specialization and bureaucratization can lead to unit dysfunction. Again, uniformity must be balanced with diversity (see chapter 1). A certain level of multifunctional roles with flexible role boundaries provides for the following:

1. Staff members will have interesting, varied work. Their jobs will be enriched both in level and extent of responsibility and in autonomy, two things that contribute to intrinsic job satisfaction (Katz & Kahn, 1978, pp. 370-371).

2. A task-oriented and team culture will be developed within the unit. Such a culture is required to address the complex, people-oriented tasks associated with credit programming, to respond adequately to changes in the unit's environment, and to be innovative in programming. (Katz & Kahn, 1978, p. 283; Handy, 1985).

The third principle is that the support staff's roles must be more specialized than those of the professional staff. Although support staff do not differ from professional staff in their need for enriched and varied jobs, their roles within the programming unit must and do differ from those of the professional staff. Specialization in support staff roles and responsibilities

permits them to focus upon the day-to-day tasks of the unit and allows the unit to offer effective and efficient service to faculty and students. Such assignments are in keeping with the requirement that support staff responsibilities should be more specialized than those of professional staff.

Support staff should be responsible, among other things, for arranging instructor travel, handling registrations and admissions questions (unless this is handled by the institution's registrar's office), duplicating instructional materials, initiating and following through on instructor payroll, arranging for library support, handling the details of promoting the total program, assisting with textbook orders, and handling the details of accounting and budgeting. The administrator's responsibilities with respect to the steady-state are twofold: (1) to establish routine procedures in consultation with others, including support staff, and (2) to ensure that paper flow and communications among support staff are adequate, that enough checkpoints exist so that problems and errors will be identified in a timely way, and that all details are covered.

In summary, support staff should be primarily responsible for the day-to-day service function of the programming unit. As noted earlier, all too often continuing education units view themselves primarily as campus service operations. Although service to instructors and students and a unit culture supportive of such service are critical ingredients in organizational effectiveness (Peters & Waterman, 1982), too much involvement in the nuts and bolts of service by professional staff detracts from their other responsibilities of problem solving, innovation, policy development, boundary management, and educational leadership.

This division of responsibilities between support and professional staff is illustrated in Figure 2. As seen in this figure, the various responsibilities overlap, indicating that all staff members share some responsibility for all areas. For example—innovation (such as in record keeping) and ideas about development of policy and course and degree program delivery might arise from the support staff, and their involvement in the life of the unit should be encouraged. Likewise, while professional staff members should focus on other responsibilities, this does not excuse their involvement in steady-state operations. They must recognize that they are not only responsible for the overall coordination of the steady-state, but that their activities in other arenas also affect day-to-day operations in often subtle but important ways. In addition, sometimes the professional staff must become directly involved in steady-state activities (such as applying labels in a rush to mail promotional materials). Their involvement in steady-state activities communicates to the support staff that no work of the unit is below any member and helps engender the team culture needed to carry out the many complex tasks required.

Another view of this principle is provided in Figure 3. This figure portrays a typical staffing pattern in a medium-sized credit programming unit. Areas of primary responsibility are indicated. In addition, it should be noted that support staff have been assigned a variety of service functions, ranging from secretarial support for different professional staff members to responsibilities for travel coordination, payroll, data management, and promotion. The assignment of the varied responsibilities illustrates the principle of job enrichment discussed earlier.

## Work Systems and Procedures

In the jargon of organizational theory, a unit's technology is the way it does its work. One aspect of a unit's technology is the way it is organized or structured to do work, a topic just covered. Work procedures and systems represent another dimension of a unit's technology. These procedures and systems address the ways that a unit goes about planning and administering its total program and its component parts. The next two major sections of this chapter address some of the programmatic considerations unique to organizing and administering credit courses and programs in continuing higher education. These considerations are highlighted by focusing upon differences in the delivery of courses and programs through face-to-face and distance education methods and upon differences in organizing for courses and for degree programs.

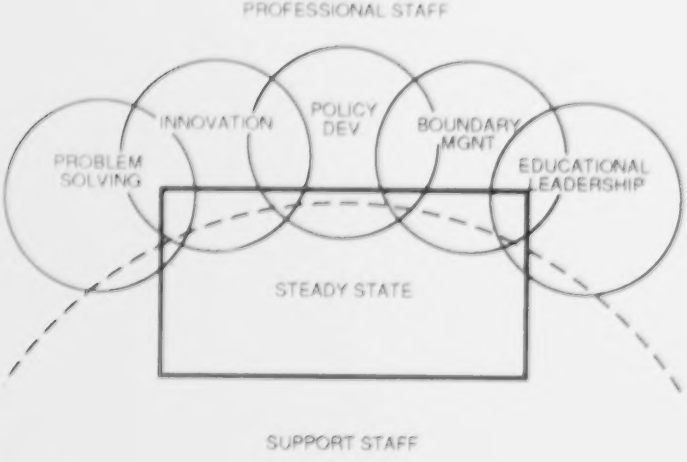


*Figure 2.*

*Primary responsibilities of support staff and professional staff of the credit programming unit.*

in policies and procedures will have an immediate effect upon them. Regular newsletters can keep students up to date with program policies, procedures, and offerings. And specially developed program brochures that detail program requirements and tentative course schedules are useful communication devices if they are kept current.

***Course Scheduling.*** Courses should be tentatively scheduled over an extended period of time (at least three to four academic terms), and this schedule should be communicated to students in newsletters, program brochures, and course catalogs. Since the number and the types of courses that can be offered part-time students will probably be limited, students need to know well in advance when courses will be offered so that they can plan ahead. Although firm schedules would be preferred, it is unlikely that this form of scheduling is feasible, given the possibilities of faculty illnesses, sabbaticals, leaves of absence, and other vagaries associated with long-range course scheduling.

***Cohort versus Continuous Program Entry.*** Students can be admitted to part-time certificate and degree programs in one of two ways: in a specified term or at any time. In the first situation, students enter a program as a cohort, proceed through the program in lock-step fashion usually taking the same courses, and graduate together. In the second instance, each academic term is witness to new admissions, to new program graduates, and to students being at a variety of places in their programs. In some instances, programming unit administrators have no choice about the type of entry to be used; for example, in a contract program for a business offered to only a select group of employees for a specified number of academic terms, and in a program offered to a client group too small to support multiple program cycles or a wide selection of course offerings. But in most instances, administrators and departments have a choice about which form of entry to use. Each form has its own advantages and disadvantages, and understanding them is requisite to making a good decision about this program variable.

Planning for a cohort of students is generally easier than planning for students who are at different places in their programs. Courses can be scheduled well in advance for each academic term with the expectation that students will take each course in succession. The cohort approach is also very workable when no deviation from an established curriculum is permitted. Program budgeting is also facilitated, because enrollments seldom fluctuate widely which is possible in continuous entry programs. The cohort approach also contributes to the development of an *esprit de corps* among students, which in turn encourages peer teaching and support and augments the socialization process (Patchner et al., 1987). Unless the cohort is very

large, however, overall program enrollment levels will usually be lower than those of continuous entry programs, and the number of different course options available to students will, of necessity, have to be more limited.

Although planning for students who are in a flexible entry program may be more difficult, there is more opportunity to offer a wider selection of courses for students, allowing them to pursue specialties of interest. Such curricular flexibility is critically important in programs leading to a variety of specializations and career tracks. Likewise, there is increased potential for establishing higher enrollment ceilings, thereby creating the potential for larger overall program enrollments than would be the case in cohort programs.

Finally, some would argue that the cohort approach is superior simply because it contributes more to the development of an *esprit de corps* among learners and to student socialization. Yet research (Donaldson, 1988a, 1988b) has shown that a community of supportive learners is just as likely to develop within single course offerings, and may in fact depend more upon the instructor and instruction than upon students being together in a group throughout their program. In other research on one university's program, the author has discovered the existence of a cohort effect within some of the institution's continuous enrollment programs. Apparently, in sensing cyclical declines in program enrollment, programming unit administrators expend added resources and effort to build enrollment levels. The result is an enrollment pattern that resembles a bell-shaped curve. Outliers—those who have just entered the program or who are graduating—are present in far fewer numbers than the bulk of students who are found in clustered groups at the curve's center. Even in continuous enrollment programs, groups of students, like their cohort program and on-campus counterparts, are taking courses together and contributing to each other's learning. The variable of cohort and continuous entry programs in continuing higher education has been the subject of frequent debate among program administrators, campus leadership, and faculty. It is a variable in need of additional analysis and research so that the programming decisions it affects can be made with better information and greater justification.

***Open versus Closed Enrollment.*** Depending upon institutional policies and specific programming situations, a program may be open to all in the general public who meet eligibility requirements. Or it may be closed to everyone except members of an identified group who also meet eligibility requirements. Except in unusual circumstances, programs are closed only when the institution's credit programming unit and departments enter into contractual arrangements to offer programs for the employees of other organizations.

In deciding whether program enrollment should be closed or open, the credit programming unit should be especially careful to take into account institutional mission and policies, legal requirements and obligations, and program precedent. Offering a program on either a closed or an open enrollment basis when the other enrollment policy applies has much potential for creating great difficulties for and damage to the credit programming unit. Furthermore, it cannot and should not be assumed that either sponsoring academic units or client groups are familiar with the rationale for such enrollment policies. Therefore, the enrollment policy and its rationale need to be fully explained to others.

Closed and open enrollment policies may also have implications for decisions about the type of program entry (cohort or continuous) that will be permitted. A decision to limit enrollment in a program to the employees of one governmental unit, for example, may necessitate cohort program entry if there are not enough eligible employees to support a program on the basis of continuous program entry. When entering into contract negotiations, programming unit staff must fully understand the implications of one decision on the other and must thoroughly explain these implications to representatives of the other organization.

Program participants enter into a contract with the institution in one of two ways: either individually in open enrollment programs, or within the context of a contract between the university and another organization in closed enrollment programs. The implications of these different contexts of program entry cannot be underestimated. Entry into contractual arrangements usually results in additional stipulations about who is and is not eligible for admittance to a program. For example, a company may make the program available to engineers in one of its divisions and not to engineers in its other divisions. The quality of the relationship that develops between the university and the other organization also establishes a social and psychological climate that may either facilitate or create barriers to learner participation.

***Curricular Integrity.*** Again, because most credit programs offered exclusively to part-time adult students are often restricted in the frequency and variety of course offerings, great care must be taken to ensure the curricular integrity of these programs. This requires attention to (1) the frequency with which courses are offered, (2) the number of different courses offered during each academic term, (3) the proper sequencing of courses, and (4) either offering a selection of courses over the period required for most participants to complete their program or identifying other institutions' courses for transfer into students' programs. Attention to these factors is necessary to meet students' educational interests and needs as fully

as possible and to enable them to make good academic progress. Higher education's past experience with a full-time, resident student body in a continuous enrollment pattern has, in many instances, not required the same level of concern for these factors as does curriculum planning for adults. Part of a credit programming unit administrator's responsibility is therefore to be an advocate for careful curricular planning, to ensure that departments and colleges understand the potential threats to adult students' programs, and to assist colleges and departments in planning so that curricular integrity is ensured.

***Adequate Instructional and Learning Resources.*** Credit programming unit administrators must be sure that adequate instructional and learning resources are made available at times and places convenient to learners. For on-campus offerings, this may require working with other administrators to arrange for the use of specialized classrooms and laboratory facilities. It may also require working to keep certain learning resource centers and student services offices open at times when adults can use them. For off-campus offerings, the administrator must arrange for adequate classroom and laboratory facilities with other educational institutions or organizations.

Arrangements also will have to be made with other institutions and public libraries for library support. Sometimes this may require hiring library personnel (as has been done by the University of Wisconsin–Extension, Central Michigan University, and the University of Illinois at Urbana–Champaign) to arrange for extending campus library resources to libraries near the students.

Although it is important for adequate instructional and learning resources to be available for each course offering, it is equally important for resources to be made available to help students complete other program requirements, whether internships, theses, seminar papers, or comprehensive examinations.

***Communication with Faculty.*** Students need to communicate regularly with faculty members about course work and their programs. For on-campus programs, faculty members should hold office hours at times convenient for adult students. Facilitating communication for students at a distance from campus, however, requires additional mechanisms. These include setting up in-bound, toll-free WATS lines for students' use, encouraging faculty members to have regular telephone office hours, supporting faculty travel to off-campus sites for group and individual advising sessions, and supporting the use of communications technologies for student-faculty communication (for example, audio- and video-teleconferencing for group meetings and computer conferencing for individual and group communications).

*Integrated View and Approach.*

Assessment must first and foremost focus upon an integrated view of learner need, demand, eligibility, and commitment. Learners must feel that they need the program, demand for the program must be great enough, there must be enough eligible learners within the pool of those needing and demanding the program, and those eligible learners must be motivated and committed enough to exchange their time and money to pursue the degree. Seldom does one method of assessment meet the conditions of this integrated view. Rather, a number of interrelated assessment activities, using multiple methods of data collection and multiple sources of data, are required. Data must not only be more varied, but must also be as reliable and as valid as possible to support the decisions required for resource commitment.

An example of how one academic unit approached needs assessment illustrates of the importance of this integrated view. The School of Social Work at the University of Illinois at Urbana–Champaign offers a combined off- and on-campus Masters of Social Work (MSW) program. Although learners can complete almost half of the program requirements off campus, they must also commit to spending one semester in on-campus study, followed by twenty-eight weeks in a supervised internship that can be in their home communities. The conditions of residence and of being away from their jobs for more than half a year require a commitment that exceeds the commitment asked of most other students enrolled in off-campus programs. As a result, the School of the Social Work is very concerned that its assessment methods accurately measure the level of motivation and commitment among potential students, as well as need, demand, and eligibility.

The needs assessment approach used is a continuous one that draws upon several sources of information and uses a number of methods. School administrators and faculty and continuing education staff members maintain informal and formal contacts with social service agencies and local professional associations to monitor the level of need and demand in a particular geographic area. These contacts are also used to determine how committed employers are to providing released time for residence study. At times, surveys are used as another source to double-check level of need and demand. Names of persons who request the program are collected, and they are kept informed of the possibility of the program being offered in their communities.

As a final step leading to an annual decision about where the program will be offered the following year, information meetings are held in communities

where informal contacts, requests for the program, and surveys have indicated that sufficient program demand exists. The information meetings are publicized through (1) letters to potential students, professional associations and social service agencies, (2) contacts throughout the community, (3) press releases, (4) newspaper advertisements, and (5) fliers.

The information meeting serves four interrelated purposes. A final gauge of program demand is made through a count of people who turn out for the meeting. The program is completely described, with special emphasis on the level of commitment required of learners. Information on the eligibility of potential learners is collected through a questionnaire that addresses this variable and through later review of transcripts that those attending the meeting are asked to send the School of Social Work. The commitment level of those in attendance is also determined, but this process defies detailed description because it is based upon the professional judgments of School administrators. Through years of experience with information meetings, administrators can pick up nuances about the participants' commitment level from their attitudes, comments, and questions. This last step also illustrates the importance of informal judgments in needs assessment—judgments that are based on information gleaned through effective listening, picking up subtle cues from potential clients, and empathizing with them.

Although administrators of an academic school are used to illustrate these points, credit programming unit administrators should have the same professional and personal proclivity for informally obtaining essential information from and about potential students. The entire needs assessment process just described has evolved over many iterations and through continuously fine-tuning it. Although it is not a perfect system, problems with insufficient program enrollments have occurred very infrequently, thereby avoiding the situation described in the fourth vignette, "Underestimating Constituent Clout."

***The Problem of Raised Expectations.*** A final thing to keep in mind about needs assessments is that care must be taken to ensure that assessment activities do not create unrealistic expectations among potential participants. Although this principle applies to a single course offering, it is particularly important for degree or certificate programs where learner commitment is extensive. The very act of assessing needs may communicate to potential learners that a course or program offering is not only possible but probable. This was the case in the third vignette described in the "Introduction." Dashing the hopes of client groups can have negative consequences, so it is better to avoid needs assessments unless realistic expectations can also be communicated to potential learners.

Clearly, credit programming unit administrators can find themselves at the center of many "tugs of war." They are expected to satisfy as many of the various unit stakeholders as often as they can. They are asked to be both responsive and responsible—responsive to clientele and responsible to the institution and its colleges and departments. Therefore, decisions about whether and how to conduct needs assessments are not to be made without seriously considering the possible consequences within and outside the parent organization. One rule of thumb is that needs assessments should not be undertaken until criteria for responding have been thoroughly worked out and are fully understood by academic departments. Even then, care must still be taken not to raise the expectations of potential clientele.

## Special Programmatic Considerations for Certificate and Degree Programs

Certificate and degree programs are much more than the aggregate of single course offerings. Even in programs that require only course credits, administrators must pay attention to several issues: (1) course sequencing, (2) the mix of major, minor, and elective courses, (3) curricular choice offered students, (4) credit transfer policies, (5) provision of adequate instructional resources, and (6) program information and advisement. And in programs that require learning experiences other than course work (for example, internships, comprehensive examinations, theses, or special papers), attention to these additional requirements is essential. Programs, like wholes, are greater than the sum of their parts, and this fact must be recognized and be given full consideration in programming.

The part-time enrollment pattern of adult learners also places special demands on programming. Because adult students must fit their study into larger personal and work patterns, they have to extend their programs over several additional terms and are frequently unable to maintain a continuous enrollment pattern as most of their on-campus counterparts do. Special consideration must therefore be given to potential threats to adult students' programs and their academic progress and success. These threats include:

1. Insufficient number and type of course offerings over time
2. Improper sequencing of courses
3. Inadequate access to program advisement and to advisement related to long-range educational planning and career goals
4. Inadequate access to information about rules and requirements of specific programs and to information about course selection and scheduling
5. Inadequate attention to problems encountered in programs and courses

***Faculty Program Coordinators.*** Dealing with these potential threats requires the concerted effort of the credit programming unit and sponsoring academic departments alike. One means of achieving full participation of academic departments in this endeavor is by appointing faculty members to program coordinator positions for their respective departments. Such an appointment should come with released time from other duties, a condition of appointment that may be achieved only through financial and other forms of support from the credit programming unit. But the support provided to release a faculty member's time to carry out program coordination responsibilities is well worth the investment.

The responsibilities of a faculty program coordinator should include (1) being in regular communication with the credit programming unit staff members with whom they work, (2) assisting in needs assessment, (3) overseeing advisement, (4) scheduling courses, (5) helping to prepare information pieces distributed to students on a regular basis, (6) assisting in developing marketing and promotional strategies for the program, (7) orienting colleagues to working with adult students, (8) dealing with students' academic problems, and (9) assisting in regular program evaluation. The major rationale for having faculty program coordinators rests less on having other persons available to assist in programming, but more on (1) faculty coordinators' knowledge of their disciplines, their departments, and their clientele, (2) their ability to work collegially with other faculty members in fulfilling their coordination responsibilities, and (3) their bringing credibility to the program.

The presence of a faculty program coordinator does not, however, excuse credit programming unit administrators from exercising leadership in ensuring that measures are taken to deal with potential threats to students' progress and success and to maintaining program quality. Rather, the faculty program coordinator should be viewed as a partner, as well as a resource, in this process. Together, they should work with others in dealing with the following issues:

***Information.*** Adult students should be given timely and accurate information about university policies and procedures and about specific program requirements. Although some of this can be accomplished through regular promotional pieces, such as course schedules published for each academic term, other means of communication are equally important. Student handbooks that spell out policies, procedures, and requirements and that include guides to assist students in planning their programs with advisers contribute much to sharing of information, student orientation, and the preplanning of students' programs. Letters can be sent to degree candidates when changes

***Program Promotion.*** Many effective methods of promotion have been developed for continuing education offerings. However, a few comments about some specialized methods of promoting degree and certificate programs are in order. Most credit programming units produce a direct-mail course catalog, which includes policy and procedural information and a list of course offerings for each academic term. The usefulness of these publications for degree and certificate programs can be vastly improved if they also contain information about programs offered and a tentative schedule of course offerings for future terms.

Specialized program brochures can also be used effectively as direct-mail items. These brochures should contain a program description, a tentative course schedule, an outline of program requirements, admission and enrollment criteria and procedures, information about advisement and instructional resources, and a form for potential participants to request additional information or application materials. Another effective means of promoting programs, especially in urban areas, is a newspaper advertisement announcing the availability of programs and containing a coupon the potential students can mail in to request additional information. Promotion of this sort not only provides broad exposure for programs, but it also helps develop mailing lists of potential participants.

Developing relationships with professional and trade associations and with employers of potential clients is another critical ingredient in program promotion. These relationships allow the programming unit to use in-house communication vehicles to announce course and program offerings. They may also result in invitations to meetings, trade shows, and other public events where programs can be described, questions answered, and participants recruited.

## Summary

This chapter has considered two dimensions internal to the credit programming unit—the organization and work of staff, and the systems and procedures employed by the unit in its work. Three factors associated with staffing were reviewed, as were three principles of staff organization. Implications for staffing associated with the introduction of distance education technologies to a unit's course and program delivery mechanisms were also reviewed to illustrate the effect that this form of program differentiation has on staffing and the organization of work. Finally, some of the major programmatic factors unique to organizing and administering credit programs were reviewed. The next chapter turns our attention outside the credit programming unit by focusing upon developing and maintaining relationships with others external to the unit.

# Chapter 3
# Developing and Strengthening Relationships

Chapter 1
Guiding Principles of Leadership and Coordination

Chapter 2
Organizing and Coordinating a Comprehensive Program

Chapter 4
Working With Faculty

Chapter 5
Evaluating Credit Courses and Programs

Conclusion
The Challenges of Credit Programming

The administration of credit course offerings and programs involves the continuous process of building and maintaining relationships with others outside the unit. The process is critical for several reasons. The quality of the relationships directly affects the amount of influence that programming unit administrators will have in working with others. Building bridges to those outside the unit also opens channels of communication through which information vital to unit functioning can flow. Information, in the form of feedback about programs, services, and unit operation, is necessary for identifying and correcting problems. A good flow of information is also critical to environmental scanning. Information about the unit's parent organization and service area environment is needed so that the unit can adapt to environmental changes, as well as initiate strategic changes in the environment that benefit the unit.

This chapter deals with ways that relationships can be built and maintained with three external groups—colleges and departments, campus leadership, and client groups. Practical means to foster the process are suggested. Yet each means is based upon the principles for working with others outlined in chapter 1. The principles of reciprocity, goal compatibility and complementarity, openness, and ownership, in particular, are keys to success.

## Colleges and Departments

### Maintain Frequent Contact with Academic Unit Leaders and Faculty

Frequent contact with others is prerequisite to the development of relationships. This contact, however, must go beyond meetings and other work-related activities. Informal means of contact are also critical. Striking up conversations with faculty members who come into the office on other business is a very useful approach. And the importance of setting aside some time to wander the halls of campus buildings to chat informally with others should not be underestimated. In short, administrators should take advantage of and create opportunities to be in contact with faculty and the leaders of colleges and departments.

### Listen and Understand

Although mentioned in chapter 1, the principle of listening and understanding the perspectives, problems, and agendas of colleges and depart-

ments bears repeating. To achieve this requires openness. It also requires setting aside individual and programming unit perspectives, problems, and agendas so that what others say can be placed within their framework or view of the situation. This assists in obtaining a kaleidoscope of views useful in identifying and framing problems and contributes much to the quality of information critical to operational fine-tuning and strategic adaptation and change.

### Assist in Problem Solving and Goal Achievement

When possible (and especially when goals are compatible and resources are available), colleges and departments should be assisted in solving their problems and achieving their goals. The principle of reciprocity is important here. Assistance to others will pay dividends to the programming unit in a multitude of ways. Failure to assist colleges and departments, especially when their problems and goals are directly related to the unit's total program, can either preclude developing a relationship or can do serious damage to existing ones.

### Serve in Ways That Go Beyond Programming Unit Goals and Agendas

Unit administrators, to the extent that time and other resources permit, should serve on campuswide, college, and departmental committees when asked, show support through appropriate attendance at functions that may be unrelated or only peripherally related to the programming unit's work, and provide financial support for academic units' other activities (for example, a contribution of a few hundred dollars to support an activity of special interest to a department). Personal, "moral," and minor financial support that goes beyond the call of duty will do much to solidify relationships with colleges and departments. It shows that the unit administrator understands their agendas and problems. It also shows that the programming unit cares.

### Share Information

Because credit programming units work with others across the campus, they have information that may not be readily available to others. Appropriate and timely sharing of this information opens channels of communication, cultivates other sources of information, and helps the programming unit administrator become an important part of informal campus communications networks. Sharing information not only contributes to the development and maintenance of relationships, but it also aids in gathering new information critical to the unit.

### Communicate Pertinent Program Related Information

If relationships with colleges and departments are to be good, there should be no surprises in the unit's working relationship with them. If problems are foreseen in any aspect of the programming unit's work with academic units, the college or department should be alerted to these. Failure to communicate this information in a timely fashion will have negative consequences for the relationship. It will also require time and attention to crisis management when problems unfold and become known to the college or department.

### Actively Serve on Programming Unit-Related Committees

It is important that programming unit administrators join and even lead committees related to the unit's total program. Campuswide committees with such a focus may be found in the institution's faculty senate, in campus offices of undergraduate education, and in the graduate college. These committees are most commonly charged with policy and program evaluation responsibilities, areas of critical importance to the credit programming unit. Colleges and departments with significant continuing education credit programming may also have committees that deal with programmatic issues, policies and procedures, and program evaluation specific to the college or department. Service on all such committees in either a membership or *ex officio* capacity is important for information transfer and for participation in decisions that directly affect the programming unit.

If committees do not exist as part of campus, colleges', or departments' governance structures, unit administrators should work to establish them. They provide useful forums for building relationships, joint planning and scheduling, curriculum articulation, policy setting, evaluation, and identifying and addressing problems of mutual concern. If academic units have no committees of this type, they can be jointly established and sponsored by both the credit programming unit and a college or department. They can be co-chaired by an academic unit administrator or faculty member and a programming unit staff member. In evaluating the establishment of new committees in support of continuing education, unit administrators should assure that the committees are appointed by individuals in significant roles on the campus. Their own credibility will add a degree of credibility to the continuing education advisory or administrative committee.

Irrespective of how committees are established and organized, the importance of positioning oneself for service on them should not be underestimated. Participation gives the unit administrator a role in making many of the decisions that directly affect the unit. Failure to participate

results in the unit administrator being at the margins of decisionmaking, with little or no input or control over decisions that have implications for the unit. Committees also serve a legitimizing function. By being part of the formal structure, credit programming unit activities gain legitimacy. Committees play this legitimizing role even if the committee is only a formality (the actual work and decision making is done informally and outside the committee structure).

### Be Candid

In building and maintaining good relationships with others, programming unit administrators should be candid and forthright. Mistakes and errors should be admitted, problems shared, and program limitations should be communicated. Covering up mistakes and letting problems lurk in the background form the seeds for credibility crises that can seriously damage relationships with others.

### Be Flexible in Providing Support

Different colleges and departments require varying types and sources of support to enable them to work with the credit programming unit. Many will want overload compensation for faculty. Others will want credit for the instructional hours generated through participation in the unit's courses and programs. Some will want graduate assistants and other forms of in-kind support. Several may want a share of indirect income generated through contract credit courses and programs. Still others may require funding of faculty positions to enable them to offer continuing education credit courses and programs. And combinations of these and other forms of support may be required. To the extent that campus and other applicable policies permit, the programming unit should be flexible enough to provide different, but appropriate, forms of support to solidify relationships and enable colleges and departments to participate in its programming.

### "Go To Bat for Them"

When issues and problems arise that intersect with the goals of a college or department and the programming unit, administrators should assume a leadership role in working with superiors and other campus leaders. Doing so will require informing others about the issue or problem, advocating attention to it, and suggesting solutions. This form of leadership communicates to others that the administrator cares; failure to act communicates the opposite.

### Use Evidence and Logical Arguments as Armament in Persuasion

When fostering relationships with colleges, departments, and faculty members, programming unit administrators must keep in mind that the

academy, by the very nature of its work, responds best to persuasion built upon solid evidence. Thus programming unit administrators should be fully aware of existing research related to the types of programs offered and to those being proposed. They should also be proficient in research design, data collection, and interpretation of findings. Proficiency in these areas and knowledge of research contribute much to others' perceptions of an administrator's expertise, facilitate persuasion, and help strengthen relationships by virtue of working relationships built in part upon the programming unit administrator's understanding and respect for evidence and logical argument.

### Don't Question Motivations

As noted earlier, faculty members, colleges, and departments have varying motivations for working with the credit programming unit. Given continuing educators' dedication to serving adult learners, credit programming unit administrators may be tempted to be skeptical or even contemptuous of motivations that fall short of altruism. This is a temptation to be avoided. Rather, people should be met on their own terms. Judging the motives of colleges and departments often occurs because unit administrators are so intent on "getting the job done." As a result, they only hear what is being said on the surface instead of really listening and understanding the perspectives of others, which is critical to developing good working relationships. When unit administrators feel the temptation to judge the motives of others, this should be a warning to stop, think, and ask, "Am I really listening to what is being communicated?"

This is not meant to imply that no effort should be made to build a faculty member's, college's, or department's commitment to serving adult learners. But if this commitment is an *a priori* condition for developing a working relationship, very little programming probably will result. Others' motivations are starting points, not barriers, for relationship and commitment building.

### Support and Assist College Continuing Education Units

As alluded to in the "Introduction," at some institutions centralized continuing education offices coexist with decentralized and often parallel continuing education offices in selected academic colleges. These college offices may also have responsibility for continuing education credit course and degree programming. It is often tempting to view these units as competitors that should either be fought or, at best, ignored. This too is a temptation to be avoided. Instead, the credit programming unit should support, assist, and share expertise with college continuing education units and the individuals who administer them.

This approach is not only essential to building good working relationships across the campus (with the particular college and other colleges, as well as with campus leadership), but it also supports the mutual sharing of information and expertise among all the units concerned with extending credit course and degree program opportunities to adult learners, something which is integral to creatively and effectively serving different adult client groups. It is important to recognize that these college programming units also control resources, in the form of additional course offerings, which may be needed by the adult learners who are served by the credit programming unit. Therefore, rather than seeing these college offices as competitors, programming unit administrators should view them as units worthy of support and assistance, as units that also have experiences, information, and expertise of value to the credit programming unit, and as units that have valuable resources for the adult learners the credit programming unit serves.

## Campus Leadership

Developing and maintaining relationships with campus leaders requires many of the same things required in working with faculty members, colleges, and departments. Listening, understanding, and being candid, for example, are equally applicable to working with this group. But there are other strategies that must be employed in working with campus leaders, and these are reviewed here.

### Be Responsive

Programming unit administrators should be responsive to campus leaders' requests, interests, and agendas. Although these may at times appear to be disruptions to the unit, failure to be responsive can seriously damage good working relationships. If requests and agendas place undue burdens on the programming unit, their effect should be communicated, and ways of modifying the expectations should be explored within the context of responsiveness.

### Represent the Institution Well

The programming unit's work and programs are a reflection on and of the entire institution. The unit therefore needs to work within the context of the institution's mission, to carry out responsibilities in a professional manner, and to project the appropriate institutional image in programming and publicity. Success in these areas will communicate to campus leaders that credit programming unit administrators not only understand the institution and their vision of it, but that the unit is also contributing to the realization of that vision.

### Assist in Problem Solving and Strengthening the Institution

Instead of creating problems for campus leaders, assist them in solving their problems and those of the institution. Letting programming unit problems come to the attention of leaders in search of a solution only interferes with good relationships. It is critical that the unit solve its own problems, while ensuring that its programming contributes to institutional vitality. It is also important for unit administrators to position the unit to be a solver of problems for campus leaders rather than a requester of assistance from them. For example, supplying current, accurate, and relevant research data about particular legislative districts to university presidents when they appear before legislative committees is a type of service that credit programming units can often provide. This form of assistance builds relationships as well as internal support for the unit (Votruba, 1987).

### Use Formal Communication Channels Well

Because credit programming unit administrators are not close to campus leadership on the institution's organizational chart, direct lines of communication are seldom available for frequent use. However, times do arise when information is requested either directly or through superiors, when meetings are called where face-to-face communications with campus leaders can occur, and when situations arise that require communications with campus leaders through formal channels. When these infrequent opportunities do arise, it is important to use them well. Information about the unit's total program of offerings can be shared so that those in leadership positions can become more informed about the work of the unit and its contributions to the institution. These occasions may also provide opportunities to bring the unit's special needs and problems to the attention of the campus leadership.

### Use Informal Channels of Communication

At times, informal channels of communication (or at least the lines of communication open to a unit administrator) should be employed to communicate with campus leaders. This is especially effective when the problems the unit faces are also those of others who have more direct access to campus leaders. As in many other cases, networking is again the key.

### Provide Pertinent Information Succinctly

It is important that campus leaders be provided relevant and pertinent information. Campus leaders are barraged with demands on their time and with requests for their attention to a variety of problems and needs. When communication opportunities do arise, programming unit administrators

must ensure that the information provided is on-target and succinct. Extraneous and poorly formulated information only clouds the issues and detracts from the messages being sent. It may also reduce the limited number of communication opportunities if unit administrators are perceived as not using leaders' time appropriately and well.

## Client Groups

Again, many of the strategies already outlined are equally applicable for building and maintaining relationships with client groups. However, one strategy already covered bears repeating and an additional strategy needs to be introduced.

### Be Candid

In working with client groups, programming unit administrators must be candid about the limitations of what the programming unit and the institution can do for them. While responding to requests and meeting needs is important, neither the institution nor the programming unit can be all things to all people. Therefore, unit administrators should be up front about limitations. Promising more than can be delivered is not only ethically questionable, it is also administratively imprudent.

### Get to Know Client Group Representatives Well

When clients are represented by an individual, it is important to get to know the representative well. Although neither the programming unit administrator nor the client group representative has formal power over the other in an interorganizational, cooperative relationship, personal power and expert power can be at unit administrators' disposal if they take the time to develop the foundations for them. This requires frequent contact with representatives, sharing information with them, listening to and understanding the clients' problems and concerns, and dealing with these if possible.

Changes in policies and procedures must be communicated well in advance so that appropriate adjustments can be made within the other organization in timely fashion. Site visits to the other organization should be made. These extra efforts show concern for them. Finally, unit administrators should work with the representative in a team environment to solve mutual problems and to improve the efficiency, effectiveness, and quality of programming.

## Summary

This chapter has outlined some practical means for developing and maintaining effective working relationships with faculty members, colleges, departments, campus leadership, and client groups. Strengthening

these relationships requires the constant attention and effort of credit programming unit administrators. In the process, they often have to do a balancing act in order to manage the needs and interests of everyone concerned. However, by positioning oneself as a "nerve-center" of information and by dealing with others in a candid, forthright, and understanding way, an administrator can develop and maintain effective working relationships. These relationships are crucial to effective day-to-day unit operation and to development of the unit's overall strategic planning.

# Chapter 4
# Working With Faculty

Chapter 1 Guiding Principles of Leadership and Coordination
Chapter 2 Organizing and Coordinating a Comprehensive Program
Chapter 3 Developing and Strengthening Relationships
Chapter 4 Working With Faculty
Chapter 5 Evaluating Credit Courses and Programs
Conclusion The Challenges of Credit Programming

Faculty members are one of the most important institutional resources for the continuing education credit programming unit. Yet, as anyone who has ever worked in continuing higher education knows, faculty members are also a limited, and very often hesitant, resource. They have many other demands placed upon their time. And the rewards for continuing education and public service activities are seldom as great as those for research and publication. As a result, their participation in credit courses and programs does not come easily.

When they do participate, however, faculty members have the major responsibility for designing educational experiences and for teaching adults. By virtue of this responsibility, they have more direct contact with individual members of client groups than programming unit administrators can ever hope to achieve. Their success in working with adult learners will therefore have a direct impact upon the success and quality of the continuing education credit unit's programs.

This chapter considers three important aspects of working with faculty members: (1) developing rewards for campus faculty participation in credit courses and programs, (2) working with non-university instructors, and (3) orienting faculty to work with adult learners.

## Rewards For Participating in Credit Courses and Programs: A Multifaceted and Integrated Approach

Developing faculty rewards for participation in continuing education credit courses and programs is a complex topic. It requires focusing on three institutional levels: campus policies and procedures; college and departmental policies, procedures, and needs; and the motivation of individual faculty members. It also requires an understanding of (1) role theory, especially when faculty members are assigned to participate as part of their normal responsibilities; (2) intrinsic and extrinsic patterns of motivation, and (3) the need to maintain a relative balance between role expectations, intrinsic rewards, and extrinsic incentives (Katz & Kahn, 1978). And it requires a focus upon work satisfaction factors and the need to eliminate disincentives that can have a negative impact upon faculty participation. In short, supporting faculty involvement in continuing education credit programming requires an integrated and multifaceted approach. To be effective in this area, programming unit administrators must be armed with an understanding of the dynamics involved in this aspect of programming, as

well as with the ability and resources to support faculty involvement along several dimensions.

## Institutional Policies and Perspectives

The work that has been done on institutional policies and procedures for developing faculty rewards for continuing education activities has focused on integrating continuing education into the primary reward system of the institution. This work suggests that four issues must be addressed: obtaining support of campus leadership, defining faculty participation in continuing education credit programming as instruction, developing supportive policies and procedures, and gaining support of individual colleges and departments and their leaders. Each issue is discussed below.

***Obtaining Support of Campus Leadership.*** The most fundamental of these issues is to obtain the support of campus leaders for faculty participation in credit programming. Without support from the top, much of what else is done becomes unoperationalized rhetoric. Faculty participation may be mentioned in policy documents and referred to in speeches. But as long as campus leaders do not operationalize policy statements in reviewing tenure and promotion papers, another message is sent to faculty, colleges, and departments: "Continuing education simply does not count toward tenure or promotion."

***Defining the Activity as Instruction.*** Faculty participation in continuing education credit courses and programs should be defined and viewed as instruction and not as continuing education or public service (Votruba, 1978). This perspective permits several things to occur. Instruction is a more clearly defined activity in the minds of faculty members than are either continuing education or public service. Viewing credit courses and programs as instruction grounds the activity in one of the major two activities and value systems of higher education. It helps the continuing education credit programming unit achieve at least partial parity within the value structure of the institution (Clark, 1956; Donaldson, 1988a). (Full parity could be achieved at many institutions only if participation in courses and programs were on a par with research and publication.) It permits faculty members to be evaluated for their participation in a manner similar to (if not the same as) the way they are evaluated for resident instruction.

To the extent that continuing education credit instruction is done as part of faculty members' regular loads, data can also be collected to report on faculty, departmental, and college instructional activities. These reports, in turn, can be used in resource allocation decisions made by campus leadership (Hanna, 1981a). Continuing education credit instruction done as part of faculty members' regular loads can therefore serve either to maintain or

to increase a college's or department's resources. Part-of-load instruction can also serve to better integrate continuing education instruction into the fabric of college and department programming and thereby contribute to the quality of offerings.

***Developing Supportive Campus Policies.*** Appropriate policies and procedures must be developed and accepted at the campus level. These policies should address not only the importance in the tenure and promotion process of faculty participation in continuing education credit programming, but also the ways in which this participation will be documented and evaluated (Votruba, 1978; Elman & Smock, 1985). In a study done at the University of Illinois at Urbana–Champaign, it was found that most faculty members simply listed their involvement in continuing education activities in their tenure and promotion papers, failing to provide evidence of either the quality of their involvement or its impact on or beyond the campus. As a result, tenure and promotion committees summarily dismissed these activities in their tenure and promotion decisions (Hanna, 1981a, 1981b).

To rectify this situation, faculty members were encouraged to collect evidence of the quality and impact of their involvement in continuing education activities. "A Faculty Guide for Relating Continuing Education and Public Service to the Promotion and Tenure Review Process" (University of Illinois at Urbana–Champaign, 1981) was developed to assist faculty members (1) in understanding the importance of emphasizing continuing education and public service activities that made contributions to their field and (2) in planning the collection of data that demonstrated the quality and impact of their efforts.

***Gaining College and Departmental Support.*** Obtaining the support of campus leadership for faculty participation in credit programming, defining participation as instruction, and developing supportive policies and procedures are necessary preconditions to faculty participation, but they are insufficient unless colleges, departments, and their leaders are also supportive. Programming unit administrators must work with each college and department to ensure that campus policies are implemented in ways that meet college and departmental needs. One need that all academic units have is to see junior faculty members, in whom they have invested much, receive tenure. Programming unit administrators should work with colleges and departments in communicating and interpreting campus policies and assisting academic units and individual faculty members in gathering data that support faculty members' cases for tenure and promotion.

As noted earlier, however, each college and department also has different needs that the unit administrator must attend to. This is no less true when faculty rewards are considered. For example, some units in which enroll-

ments are declining may see continuing education as a means to bolster enrollments. In this situation, part-of-load instruction *coupled* with generation of reports that provide evidence of instructional activity will be necessary for the college and department to support its faculty members' participation.

In other instances, enrollment pressures on colleges and departments may be great, and other mechanisms must be used to support faculty participation within the context of faculty rewards. Two means of giving this support are using distance education delivery methods and providing additional faculty positions for the colleges and departments. Distance education delivery methods can be used to extend faculty members' student loads without increasing their course loads. Courses can be taught on the campus while they are being delivered or taped for later distribution to off-campus locations. These modes of delivery can reduce the time that faculty members would otherwise spend in continuing education credit instruction while also increasing the instructional productivity of faculty members, colleges and departments.

Another mechanism that needs to be explored is providing faculty positions to colleges and departments, with the understanding that these additional resources will be used to facilitate academic unit participation in continuing education credit programming. Although this means of support is generally more costly than overload payments to faculty members, it has the advantages of ensuring part-of-load instruction, obtaining program commitment from colleges and departments, and integrating continuing education credit programming into the day-to-day instructional activities of academic units.

## The Individual Dimension

Although much can be done at the organizational level to support faculty involvement in continuing education, programming unit administrators must also attend to the motivations of individual faculty members and how individual incentives interrelate with the organizational dimensions of participation.

### *The Part-of-load Dilemma and Balancing Motivational Rewards*

Much can be gained through faculty participation in credit programming on a part-of-load basis. However, an inherent tension may crop up in these assignments. Faculty members who teach adults on an overload basis can choose to participate or not. In contrast, faculty members who teach in a continuing education credit program on a part-of-load basis either have no choice or a limited range of choice about their participation. If they do not also have an intrinsic commitment to teaching adults or do not receive some

extrinsic payoffs for participating, they might rebel (Katz & Kahn, 1978) and the quality of instruction might decrease (Donaldson, 1988b).

The dilemma of part-of-load instruction points out the need for programming unit administrators to heed the advice of Katz and Kahn (1978) to have an integrated and multifaceted reward system that also maintains a relative balance among intrinsic rewards, extrinsic motivators, and the assignment of duties. Some means of providing an integrated approach at the individual level are outlined below.

### *Attending to the Faculty Members' Resources*

For faculty members, one of the most valuable resources is time. For many, no amount of extra compensation for participation in continuing education activities is worth the time they would lose to conduct additional research, publish, or consult. Since most continuing education credit activities require more time of faculty than residence instruction does, it is important whenever possible to reduce the time commitment of faculty and to compensate them through some form of differential pay.

As mentioned earlier, resident and off-campus teaching can be integrated through the use of distance education technologies to increase student loads instead of course loads. Yet increased student loads also demand additional time of instructors. Providing of grading stipends or grading assistance are ways to recognize and compensate faculty members for taking on an increased student load. Traveling to off-campus teaching locations takes much more time than simply walking down the hall from office to classroom. At the University of Illinois at Urbana–Champaign, a travel dislocation allowance is given to faculty, whether they teach on a part-of-load or on an overload basis. Payment is based on miles traveled during a semester to teach an off-campus course (Hanna, 1981b).

***Recognizing and Rewarding Excellence.*** Faculty members can be recognized and rewarded for their participation in continuing education activities through an award program that acknowledges excellence in teaching adults (Donaldson, 1988a, 1988b). Such a program provides an extrinsic reward in the form of praise and recognition. A monetary component to the award provides yet another extrinsic motivator. Although an award program can be operated by the continuing education unit, it is better to integrate the program with campuswide instructional award programs that most institutions sponsor. This integration helps to further define participation in the continuing education credit courses and programs as instruction, thereby increasing its value to the campus community and to those faculty members who participate. And integration of the award program into a campus ritual, such as a teaching awards banquet where the value of excellent teaching is

celebrated, provides an important symbol in the management of meaning—the meaning of the credit programming unit's activities for the institution as a whole.

One should not overlook the national and regional awards provided by professional associations and other groups as means to recognize and reward faculty members for their participation. For example, several divisions and regions of the National University Continuing Education Association provide awards for the contributions that faculty members make in different types of programming. These awards also provide extrinsic rewards for faculty members, but because of their regional and national character the awards also add to the status of faculty members on their campuses.

It is not enough, however, to be aware of these national and regional awards and communicate their availability to faculty members. Rather, credit programming unit staff should actively encourage faculty members to apply (in itself a form of recognition) and help them develop their applications for the awards. This assistance can be provided by accumulating relevant data and other information, suggesting how the application should be developed, reviewing the application and recommending improvements, and providing clerical and other in-kind support in preparing the application.

***Encouraging, Supporting, and Participating in Faculty Research.*** Defining faculty participation in credit programming as instruction and building an integrated reward system around this reconceptualization is a potent strategy. But programming unit administrators must not forget that research and publication remain the chief criteria by which faculty are evaluated at most universities. Therefore, encouraging, supporting, and participating in faculty research is a critical component in any integrated reward system. Participation of faculty in continuing education credit programming provides a fertile area for two major forms of research: that related to continuing education credit programming itself and that related to research in faculty members' own fields.

Research can be encouraged by giving faculty members some examples of ways they might conduct research related to their participation in the unit's programs. For example, research can address (1) the teaching of adults, (2) the circumstances different groups of part-time learners face in their studies, (3) models of course and program development for different groups of part-time learners, and (4) the use and instructional effectiveness of different distance education technologies. These are all research areas that faculty members have addressed and can still address through their participation in continuing education credit courses and programs.

It is important to emphasize that these and other areas can be researched from faculty members' unique professional and disciplinary perspectives. Research on continuing education credit programming does not necessarily have to be grounded in adult and continuing education literature. In fact, cross-disciplinary or multidisciplinary perspectives on the field add richness and depth of insight that can benefit the whole of continuing education. Finally, encouraging research on continuing education credit programming must be coupled with giving faculty members information about publication vehicles other than the publication outlets of their own fields.

Research can also be encouraged by highlighting ways in which faculty members can use their participation to facilitate research in their own fields. By working with adults who may be practicing professionals associated with business, industry, school districts, and social service agencies, faculty can (1) be made aware of current problems in need of research and (2) develop relationships with students and organizations that can lead to consulting, research support, or joint research projects. When faculty members travel off-campus to teach, they can also take advantage of being in the field setting without bearing the cost of travel.

Although encouraging of research by faculty members is necessary, it is insufficient. Whenever possible, means must be found to support their research. This can be done in several ways. In-kind support of faculty research can be given, for example, through mailing survey questionnaires, by providing institutional data related to a faculty member's research topic, by providing secretarial and clerical support, and by having office graduate assistants and undergraduate help assist in literature searches. Direct support of research can also be provided. A minimum of additional travel funding can be provided, for example, to permit faculty members to stay overnight in an off-campus location to collect data. The credit programming unit can also set aside some discretionary funding to be distributed to participating faculty on a competitive basis to support their research agendas. Review of proposals should be a shared responsibility of colleges or departments and credit programming unit staff. To the extent that academic units can be encouraged to provide matching funds, the research activities, as well as faculty participation in credit programming, become better recognized and more fully integrated into college and departmental activities.

Finally, programming unit administrators can join in team research efforts with faculty members. By participating in research with faculty members, administrators can support projects through their contributions of time and expertise. The unit will benefit through improved professional practice that can come from research findings. An administrator's partici-

pation in the most valued academic activity also helps develop strong professional ties between faculty and unit administrators. It also contributes in no small measure to others' perceptions of programming unit administrators as experts.

***Eliminating and Controlling Disincentives and Negative Motivators.*** Programming unit administrators also need to focus on maintenance factors (Herzberg, 1966). Although the elimination and control of disincentives are insufficient for fostering faculty participation, the failure to eliminate or control them can interfere with the motivating factors outlined above (Donaldson & Walker, 1986). The credit programming office must try to make faculty participation as "hassle-free" as possible; for example:

1. Information about the unit's policies and procedures has to be fully communicated and explained to faculty.
2. Travel to off-campus locations must be well orchestrated.
3. Information should be provided about the communities where faculty members will be teaching.
4. Distance education technologies must be made as user friendly as possible.
5. Classrooms must be accessible, open, and comfortable.
6. Administrative details such as student registrations, class cancellations, and reimbursement for travel expenses must be handled smoothly.
7. Staff members must be readily available to provide support services and local contact, especially for faculty members who teach at a distance from campus. Failure to attend to these important details will serve only to negate the benefits of developing a comprehensive reward system for faculty participation in the unit's programs.

This section has provided several examples and suggestions for developing a reward system for faculty participation in continuing education credit programming. The unique context of each credit programming unit will determine in part what specific rewards can be made available to faculty. Whatever rewards are developed, however, they must fit into an integrated and multifaceted reward system if they are to contribute effectively to faculty participation.

## Working With Non-University Instructors

So far in this chapter we have focused exclusively on campus-based faculty. But credit programming units have another source of instructors that they must not overlook—non-university faculty. The use of

non-university individuals to teach credit courses varies among institutions. Some rely almost exclusively on non-university instructors; others rely almost exclusively on campus-based instructors. The nature of the use of non-university individuals also varies within institutions. Strother and Klus (1982), for example, distinguish between ad hoc faculty, who are paid on a course-by-course basis, and adjunct faculty, who are appointed by the university on the basis of a continuing part-time commitment to teach in a particular department's program. The extent to which non-university individuals are used as course instructors, as well as the mixture of ad hoc and adjunct faculty in a unit's overall program, will affect the nature of the credit programming unit's work in two ways: in its internal systems and procedures for obtaining non-university instructors and managing their employment, and in its working relationships with colleges, departments, and campus-based faculty.

## The University—Non-University Instructor Connection

The connection between university and non-university instructors is based on a combination of motivations: those of the university for seeking out non-university persons, and those of non-university persons for pursuing teaching opportunities in continuing education programs. Credit programming units usually employ non-university people for at least three reasons. The first is a university policy and strategic decision to use non-university instructors as the primary instructional resource. Several of the more nontraditional degree programs have been developed along this particular model. The second reason is a shortage of faculty resources on the campus, which occurs from a lack of (1) enough faculty members to teach in the credit unit's programs, (2) necessary interest or motivation of full-time faculty, or (3) requisite expertise and experience among campus-based faculty to teach certain courses. In this last case, non-university persons, by virtue of their experience and expertise, can provide an invaluable resource to the credit programming unit's instructional programs. The third reason is that using non-university instructors provides yet another means of developing and building relationships with outside organizations and groups. For example, employing instructors from business, industry, and school districts, strengthens the links with potential pools of participants. Likewise, relationships between academic units and their external stakeholders (for example, between an academic department and a professional association) can be enhanced (Donaldson, 1989a).

Universities seek out well-qualified non-university people for instructors, but these people also look for opportunities to teach for universities for a variety of reasons. First, teaching in a continuing education credit unit's courses and programs gives them an additional source of income. Second,

for some, association with a university gives them added status that assists them in their jobs or meets a particular psychological need they have. Third, working for a university gives individuals, and the organizations for which they work, a means to develop relationships with the university, and especially with certain academic departments and faculty members. Finally, some individuals want to teach in a credit unit's courses and programs simply for the love of teaching and working with adult learners.

These motivations refocus our attention on the importance of role expectations, intrinsic rewards, and extrinsic incentives in working with faculty. These principles are no less important for non-university instructors, and they should be taken into account when recruiting, selecting, and developing this particular instructional resource.

## Recruiting and Selecting Non-University Instructors

The recruitment of non-university instructors can range from the simple to the complex. For credit programming units that rely heavily upon this instructional resource, recruitment of a cadre of qualified instructors is a critical process. A great deal of time and effort is expended to develop promotional procedures, including advertising, to attract a sufficient pool of individuals from which the most highly qualified instructors can be selected. When non-university instructors provide only a small proportion of instruction, recruitment procedures are much more informal. Instructors are recruited on an "as-needed" basis by credit programming unit administrators working through heads of departments to identify qualified instructors; they are recruited by campus-based faculty members as they work with outside organizations and groups; and applications to teach on a part-time basis are simply received by academic departments and credit programming units from individuals who, for whatever reason, wish to teach for the unit.

Although recruitment is important, even more critical are the criteria and procedures used to select individuals to become non-university instructors. The procedures again range from the simple to the complex, depending upon the level of a unit's use of non-university instructors and the nature of the relationship (whether ad hoc or adjunct) between the institution and the non-university person. Irrespective of their level of complexity, however, the procedures must ensure three things: (1) that the person has the requisite expertise, content mastery, and academic preparation to teach in the program, (2) that the individual has the ability and skills to teach adults effectively, and (3) that the credit programming unit staff recognizes and values the expertise and authority of the college or department in assessing the non-university faculty member's credentials. This last element helps to establish mutual respect.

Making the decision about a person's academic preparation should be the sole responsibility of the academic unit that sponsors the course to be taught. Usually this decision is based on a review of the person's resume and perhaps an interview. Although academic preparation and content mastery are essential credentials for an instructor, they are insufficient. The person must also be a good teacher of adults.

Making a decision about the person's ability and skills in teaching adults is the more difficult part of the overall decision about whether to hire a person as an instructor. First, it requires the attention of the sponsoring academic unit, since in most cases employing instructors is its prerogative. Again, good working relationships with academic units are critical. Without them, the importance of instructional skills cannot be adequately communicated to, understood by, and acted on by the academic unit. Second, it requires at least two other components in the selection procedure. The first is an interview. The interview should explore an applicant's experience with and approach to the teaching of adults. It is preferable (although not always possible) for credit programming unit administrators to participate in this process. If administrators are unable to participate, those conducting the interview should clearly understand the importance of exploring these dimensions with the applicant. The second component is a thorough check of the applicant's references. It is important to determine how applicants relate to other adults with whom they work and to learn about their track record (if they have one) in teaching adults. Although neither of these two additional components in the selection process guarantees that the person will be a successful instructor of adults, each does provide additional information upon which judgments can be made.

Individuals who administer credit programs that rely heavily upon non-university instructors may wish to consider using more sophisticated selection procedures like the assessment center approach of Regis College in Colorado (Paprock, 1988). This approach includes five activities:

1. An interview in which the interviewer assesses applicants' attitudes towards teaching, learning, adult education and nontraditional teaching techniques
2. An in-basket exercise which assesses applicants' evaluation skills and the type and quality of feedback they are able to give learners
3. An oral presentation in which applicants' abilities and skills in teaching and relating to an adult audience are assessed
4. An essay that is used to assess applicants' writing ability and the congruence of their philosophy with that of the institution and the sponsoring academic unit

5. A group discussion surrounding a group consensus problem that is used to assess applicants' ability to work with others and facilitate the group process.

Research has suggested that people who do well in the assessment process also do well in the adult classroom, thereby making up for the weaknesses in relying only upon interviews and references (Paprock, 1988). The sophistication and complexity of this process require many more resources than perhaps can be justified for the employment of ad hoc instructors or for units who rely little on the use of non-university instructors. However, the assessment center procedures do suggest some other means that might be considered in building more sophistication and predictability into the selection process.

Even the most sophisticated process does not guarantee complete success. There are times when non-university instructors perform poorly in the classroom, and steps must be taken to prevent future poor performance. Sometimes the difficulty can be addressed through faculty development activities. But more often the programming unit will want to dismiss the person from instructional responsibilities. Dismissal requires working closely with sponsoring academic units. They must be made to understand the difficulty that poor performance creates not only for the programming unit, but for the institution and the academic unit as well. And they must be assisted in devising strategies to deal with the situation.

For ad hoc instructors, this process may be as simple as not asking the person in question to teach again and focusing upon finding another person to teach the course. For adjunct instructors who teach with the understanding of a continuing part-time commitment to the credit programming unit's and academic department's program, the process required is more complex. It may be possible in such cases to reassign these people to other duties, while permitting them to maintain their association with the institution and academic unit. But it may also require sensitivity, good human relations skills, use of due process procedures, confirming memos noting discussions with them about their inadequate performance, and following the same institutional policies and procedures required in severing the relationship of employees with the institution. Although credit programming unit administrators seldom have primary responsibility for dismissing an instructor, they have to work closely with academic units to carry out this responsibility with sensitivity so that the incident does not damage the credit programming unit's relationship with the academic unit.

## Four Principles for Working with Non-University Instructors

Carefully attending to the procedures and criteria for selecting non-university instructors can reduce the probability of their dismissal. Attend-

ing to four other principles will also reduce this probability and will assist in the dismissal process if it becomes necessary.

***Clearly Communicate Expectations.*** The credit programming unit must clearly communicate what it expects of non-university instructors. This must include communications about university and unit policies and procedures such as those on course scheduling, required contact hours, and grading. Likewise, non-university instructors should be told what support will be routinely given them by the credit programming unit, as well as what types of support are generally unavailable. The credit programming unit must also be clear about what pay the instructor will receive for teaching, what expenses will be covered, and how payment and reimbursements are to be handled.

Academic departments also have a responsibility to communicate to the instructor what content is to be covered in a course and at what level. They should also be responsible for communicating their expectations about the quality of instruction that is envisioned. The credit programming unit may need to work with academic units to ensure that these expectations have been communicated.

If these expectations are not clearly communicated, instructors may not adequately fulfill their instructional obligations as expected, with the added consequence of poor evaluations of their performance. Because of poor communication, instructors may expend funds that the unit cannot reimburse, or they may not understand the basis for their pay. The repercussions of not communicating expectations can also go beyond poor performance and lead to bad feelings all around—feelings that can seriously interfere with the good working relations necessary in this situation.

***Involve Non-University Instructors in the Life of the Academic Department.*** Non-university instructors are being asked to represent the institution and a particular academic department in their dealings with adult learners. The more they know about the policies of a department, its curriculum, and its expectations about instruction, the better they will be able to represent the institution and perform well. Although communication of expectations through contracts and distribution of materials will help in this process, whenever possible non-university instructors should be included in the life of the academic department. They should be invited to faculty meetings and social events with faculty and students so that they can get to know other faculty members, learn how the courses they teach fit into the department's curriculum, and begin to understand some of the academic issues in the department. They should also routinely receive departmental communications that deal with curricular and instructional issues. If involved properly, non-university instructors can also provide valuable perspectives and infor-

mation in departmental deliberations about continuing education credit activities.

Credit programming units must often take responsibility for facilitating this form of involvement by encouraging departments to reach out to non-university instructors. The programming unit, when necessary and possible, may also have to support non-university instructors' travel to attend faculty meetings. Although not routinely a component of the development of non-university instructors, quality involvement in the life of the academic unit contributes much to the effective use of this important instructional resource.

***Non-University Instructors Should Not Teach Persons Who Report to Them.*** As noted earlier, one of the motivations for universities and credit programming units to seek out non-university instructors is to foster relationships with outside organizations and groups. In this situation, the path of least resistance is often to assign these individuals to teach learners who are also their subordinates. This practice should be avoided at all costs. Seldom can supervisors and subordinates cast aside their work roles when they enter the classroom. As a result, the academic freedom the instructor requires in grading is compromised, role relationships conducive to a good work environment may actually interfere with the development of an environment conducive to learning, and what goes on in the classroom may have a negative effect within the work environment of instructor and students alike. The potential compromises and harm inherent in this situation are often not understood by academic departments and non-university instructors. Consequently, credit programming unit administrators have not only a role in establishing this principle as policy, but also in explaining its rationale to all affected parties.

***Non-University Faculty Members Should Be Viewed as Resources to Be Developed.*** Non-university instructors should be viewed as resources worthy of further growth and development as instructors of adults. Significant time, energy, and resources are expended in recruiting and selecting non-university instructors and in administering the instruction for which they are responsible. If this investment is to have a payoff, non-university instructors must be as effective as they can be in teaching the programming unit's clients. Therefore, their professional development in this area must be fostered. It is to this topic that we now turn our attention.

## Orienting Faculty Members to Teaching Adults

A major responsibility of credit programming unit administrators is to help faculty members, whether campus-based faculty or non-university instructors, prepare to teach adults and to contribute to continued faculty

development. But unit administrators must be sensitive to faculty member, college, and departmental prerogatives about instruction. Administrators cannot simply represent themselves as unabashed experts in this area without inviting negative responses. Rather, their approach should incorporate accurate, practical and up-to-date information, sensitivity to faculty prerogatives, and multiple and politically sensitive methods of communicating information.

### Distribute Relevant and Practical Literature

Distributing practice-oriented literature written by recognized experts for all participating faculty members' information is one effective means of assisting faculty in their teaching of adults. For example, an especially useful guide for non-university instructors is *Enjoying the Challenge: A Guide for Part-Time Instructors* (Hofstrand & Kozoll, 1986). This material can be handed out as it becomes available, or it can be included in packets of material the unit distributes at the beginning of each term to inform faculty of unit policies and procedures.

### Include the Topic of Teaching Adults in Faculty Orientation Programs

Most credit programming units offer orientation programs for participating faculty members at the beginning of each academic year or more frequently. These programs provide an excellent opportunity for the topic of teaching adults to be considered. Non-university instructors should be encouraged to attend these sessions, especially if they live in the same community or, if few in number, their travel expenses to attend the orientation can be reimbursed. If large numbers of adjunct instructors who live a distance from campus are employed, then it may be best to offer orientation sessions for them in their communities. It is important in this case to take campus-based faculty members or faculty program coordinators to this off-campus orientation session. Doing so fosters communications between non-university and campus-based instructors, and it also allows campus-based faculty to talk about the specifics of teaching their particular subject matter to adults.

One effective technique for dealing with this topic in an orientation program is to invite a faculty member who is respected by other faculty for his or her expertise in this area to make a presentation. (This can be a non-university instructor if the orientation is primarily for non-university instructors.) Having "one of their own" speak on how to teach adults will be accepted more readily and have a more significant impact than will presentations made by administrators, irrespective of how much expertise the administrators might have in this area. A second effective technique is

having a panel of experienced instructors share their experiences with others. If chaired by a faculty member and facilitated in an open and supportive way, the panel discussion can serve as a springboard for information sharing and problem solving among peers.

These two techniques can be combined, and other techniques are also possible. The point is simply this: Considering the topic of teaching adults in orientation programs will be more effective if it is grounded in the sharing of experiences and expertise among faculty peers.

### Work through Academic Unit Leadership to Support Faculty Instructional Development

Department heads and college deans have administrative responsibility for the instructional effectiveness of their faculty. Therefore, they are natural allies of programming unit administrators in this area. This mutual interest has become reinforced during the past several years as adults have continued to return to campus in increasing numbers. The ability to work effectively with adult students has become as critical an ingredient in resident instruction as it has traditionally been in continuing education.

Working with the leadership of academic units permits programming unit administrators to pursue their own agendas while integrating their efforts with those of department heads and deans and avoiding interfering in a faculty prerogative. It also provides a mechanism by which unit administrators can deal with problematic situations without becoming directly involved in a personnel matter that belongs within the domain of college and departmental leadership. Finally, academic unit leaders or their delegates often have experience in working with adults. Therefore, letting leadership intercede on behalf of the programming unit can result in peer tutoring of any faculty member (whether campus-based or non-university) in need of assistance.

### Give Faculty Members Information and Advice When They Request It

The previous section is not meant to imply that programming unit administrators have no expertise in the teaching of adults. Rather, it is meant to highlight the tensions that arise, because of academic prerogatives, when administrators attempt to facilitate the development of faculty members as teachers. Suggestions have been made about techniques that can be used to facilitate faculty development without pointed forays into this domain. But occasions do arise when campus-based and non-university instructors request help and advice from programming unit administrators. In these instances, the administrators should respond in a sensitive and supportive manner, offering resources, information, and advice as the situation de-

mands. Failure to act upon such requests communicates lack of expertise and interest to the very faculty members upon which the unit depends for the maintenance and growth of its total program.

## Summary

Faculty members are one of the most important resources for a continuing education credit programming unit. This chapter has reviewed ways to develop a multifaceted and integrated reward system to support this resource's participation in credit programming. It has also dealt with ways to recruit, select, and work with non-university instructors. The responsibility of programming unit administrators for faculty instructional development has been highlighted, as have ways that unit administrators can fulfill this obligation without treading upon academic prerogatives.

The manner in which programming unit administrators approach their work with faculty members is central to developing effective influence throughout the whole institution. For it is in and from the perceptions of the faculty that one's expertise, interpersonal skills, and position within the continuing education and campus organization are not only defined but also communicated to others. Good and supportive working relationships with faculty are as important to administrative effectiveness as is one's understanding of and work with colleges, departments, campus leaders, external organizations, and adult client groups.

# Chapter 5

# Evaluating Credit Courses and Programs

Chapter 1 Guiding Principles of Leadership and Coordination

Chapter 2 Organizing and Coordinating a Comprehensive Program

Chapter 3 Developing and Strengthening Relationships

Chapter 4 Working With Faculty

Chapter 5 Evaluating Credit Courses and Programs

Conclusion The Challenges of Credit Programming

The issue of assuring high quality courses and programs cuts across all the activities in which the credit programming unit becomes involved. Central to the assurance of high quality programming is evaluation. But a unit's ability to conduct evaluations well can have other payoffs. It can do much to foster unit expertise, which will in turn strengthen the influence of unit administrators across the campus. Also, if the ownership of evaluations is shared, it can foster good working relationships with all the unit's stakeholders.

This chapter will briefly review some principles of program evaluation that have particular relevance to credit programming, highlight a few approaches to evaluating continuing education credit courses and programs, and describe three additional approaches that have not been commonly employed by programming units. Although not always made explicit, many of the concepts introduced earlier (especially in the chapter on developing and strengthening relationships) are applicable to the design and implementation of course and program evaluations.

## Evaluation Principles in Continuing Education Credit Programming

### Focus on the Purposes of Evaluation

How will evaluation results be used? This is a question that needs to be asked early in the planning of evaluations. The answer will determine in large measure the information collected, the data sources tapped, and the individuals and groups with whom results will be shared. Evaluation results can be used for accountability, for decision making, for policy development, and for strengthening internal support. If the evaluation has been effectively planned and conducted, the results can be used for all four purposes.

Accountability is important because credit courses and programs are so jealously guarded by the academic community. Evaluation must be employed as a means by which the credit programming unit, as well as colleges, departments, campus leaders, and client groups can judge the quality of the unit's operations and programs.

Evaluation results can also contribute to decision making about programs, procedures, and policies. In this case, evaluations should be designed so that the information obtained can contribute not only to the unit's decision

making, but to that of academic departments and client groups as well. Academic departments can use evaluation results to identify improvements needed in their program planning, advising, and communications with students. Where courses and programs are offered on a contractual basis (for example, to businesses, school districts, or governmental units), the employing organization can use the evaluation results to improve the support provided adult learners.

The results can also be used in policy development. In many respects, this application is a blend of the decision making and accountability uses. Results can be provide evidence that supports the development of policies favorable to continuing education credit programming. Evaluation should also be included as a component of any program innovation. Given the skepticism and concern with which academic communities embark on changes in traditional programming, evaluation often becomes a necessary precondition to program experimentation. The academic community's acceptance of each successful innovation contributes in subtle and incremental ways to shifts in a campus's perspective on credit programming. As a result, innovations that are accompanied by high quality evaluations have the potential to influence policy and procedural decisions, which can reduce the constraints on the credit programming unit and its operation.

Finally, an evaluation and its results can be used to gain internal support, as well as external support (for example, from state legislators and local advisory boards). Well-developed evaluation procedures serve the symbolic purpose of communicating that the credit programming unit is not taking the quality of programming for granted and is concerned about program improvement. Also, results showing that the unit's programs are comparable in quality to residence programs (and most studies have shown this to be the case) provide information that can be communicated to influential others throughout the campus. Having a reputation for high quality programming and for understanding the importance of constantly monitoring course and program quality does much to strengthen the academic community's and external stakeholders' support for the programming unit.

However, in order to effectively use evaluation results for the purposes outlined above, evaluations must be conducted well. Faculty members will expect the same level of rigor and rationality in evaluations that they expect in their own and others' research. Otherwise, results will be considered invalid and will have only negative consequences for the unit, its total program, and others' perceptions of programming unit administrators' expertise.

### Evaluate through Both Formal and Informal Means

Although formal evaluation provides results that can be used for accountability and decision making, programming unit administrators should not overlook the usefulness of obtaining evaluation information informally. Positioning themselves at a nerve center of information, administrators can gather information from campus leaders, colleges, departments, faculty members, and client groups. Information obtained informally through contacts with others often has as much or more value than information obtained through formal evaluation methods. This information can seldom be used for accountability, but it can be used by the programming unit to make corrections in its operations, and to improve its programming. It can also be passed along to others as input to their decision making and programming.

### Be Open to Negative Feedback

It is critically important that programming unit administrators be open to negative feedback. Positive feedback obtained from evaluations and through other means confirms that what is being done is being done well, and such feedback is gratifying. But it provides no basis upon which to make adjustments and corrections in courses and programs or in the operation of the credit programming unit. Negative feedback is required to enable the programming unit to make continual adjustments and improvements.

Although negative feedback is often hard to take, it should actually be more highly valued because it, unlike positive feedback, provides the basis for action. To obtain this kind of feedback, however, requires an openness to it. It requires the willingness to include questions in evaluation instruments that might point out weaknesses, and it requires a sincere openness in relationships with faculty members, academic units, and client groups so that they will feel comfortable in providing negative feedback. It also requires helping others with whom the credit unit works to understand the value of negative feedback.

### Look Beyond the Surface of Evaluation Results

In the press of day-to-day activities, unit administrators often find it difficult to make the time to look beyond the face value of evaluation results. To use the results effectively for course and program improvement and as a basis for rational argument for change, however, administrators must look beyond the surface level of results. Relying upon frequency counts and descriptive statistics is simply not enough (Schroeder & Donaldson, 1986). First, additional data analysis will generate insights and further questions that would otherwise remain unnoticed in descriptive statistics. For ex-

ample, correlational analysis of evaluation data for an off-campus program of a large midwestern university resulted in finding that students' evaluation of quality was negatively correlated to the length of time the students spent in the program (Schroeder & Donaldson, 1986). Reliance upon descriptive statistics would not have uncovered this relationship and would not have raised the question of why some students took so long to complete it.

Second, additional data analysis also lends credibility to the validity and reliability of evaluation methods. Evaluation results are being reported to faculty members who are also scholars and researchers. Therefore, evaluation that goes beyond description will do much to improve the credibility and acceptability of results by the academy (Schroeder & Donaldson, 1986).

### Be Involved in Establishing Evaluation Policy, Procedures and Criteria

Remember Dr. Stone in the first vignette of the "Introduction"? The negative interpretations he gave evaluation data resulted from his lack of understanding about continuing education credit programming and adult instruction. The probability of this occurrence would have been reduced had evaluation policy, procedures, and criteria included consideration of some special characteristics of credit programming. This is not meant to say that evaluations should not include criteria similar to those used to evaluate residence programs. Rather, it is meant to point out that the continuing education credit programming context differs from residence programming and instruction.

These differences must be taken into account if evaluations are to be valid. Continuing education credit programs can be comparable in quality to residence programs, but they cannot and should not be equivalent. Therefore, it is incumbent upon programming unit administrators to be actively involved in developing policies, procedures, and criteria for the evaluation of continuing education credit courses and programs to ensure that evaluations will provide appropriate and valid results.

### Legitimize the Interpretation of Results

To legitimize interpretation of evaluation results, programming unit administrators must involve faculty members, college and department administrators, and campus leaders in the interpretation process. Representatives from various segments of the institution, including the credit programming unit and the sponsoring academic department, should be involved. This approach provides yet another way to avoid the difficulties described in the Dr. Stone vignette. It precludes unilateral interpretation by any one person or group. It also provides an opportunity for unit administrators to have input to data interpretation and to educate others about the

different perspectives that should be taken into account when evaluating continuing education credit programs.

### Include Procedures for Evaluation in Planning

Evaluation procedures should not be developed after the fact. Rather, they should be developed as part of planning. This is especially important when an academic department begins to develop plans for a certificate or degree program. Having the academic department consider evaluation as program plans are unfolding has several benefits. It draws attention to the fact that the program will be evaluated, thereby highlighting the need for careful planning. It requires a focus on the different components of a program (for example, courses, curriculum, advising, information provision) that will be evaluated. This fosters more careful consideration of each component during planning, and it helps communicate to academic departments what is needed to offer a high quality program. Finally, it helps identify and address problems before they occur. Including evaluation as part of planning highlights the need for a well-developed plan that anticipates various contingencies that may arise during program implementation.

These seven principles of evaluating continuing education credit courses and programs are applicable irrespective of the specific evaluation approach adopted by a credit programming unit. They not only ensure a focus upon high quality programming and course and program improvement, but they also help build internal support and strengthen working relationships across the institution.

## A Comprehensive Approach to Evaluation

Since continuing education credit programs can range from isolated course offerings to certificate and degree programs, the full range of offerings should be taken into account in developing evaluation procedures. The unit of evaluation with which one must begin, however, is the course.

### Course Evaluation

***Course Instruction.*** Course evaluation may take one of three forms or some combination of these. The first is student evaluation of course instruction. These evaluations usually focus upon a number of instructional and course dimensions and are similar to or the same as evaluations of resident instruction. Course organization, instructor knowledge and preparation, and overall course and instructional quality are examples of dimensions covered in this form of course evaluation. To the extent that credit programming unit and college and department administrators receive results of these evaluations, information is gained about the quality of instruction in continuing education credit courses. This information can

assist in planning faculty development efforts and in identifying faculty members whose instruction is either exemplary or in need of improvement.

***Instructional Resources.*** The second form of course evaluation focuses upon resources needed if the quality of a course is to be comparable to that of resident courses. The focus upon resource requirements is especially crucial when courses are offered off campus, or on campus at times when the full array of campus instructional resources are unavailable. This form of evaluation requires obtaining information about resources needed for quality instruction before a course begins, as well as about faculty members' judgments of the quantity and quality of resources provided for their instruction. It also calls for recognizing that each individual faculty member will teach the same course in a unique way and will therefore need different instructional resources.

One example of this form of course evaluation has been developed at the University of Illinois at Urbana–Champaign. Before an academic term begins, instructors are sent a "Resources and Facilities Request Form." This form asks them to identify their particular needs for classroom facilities, duplication of materials, audio-visual equipment, and library and other instructional resources so that they can teach the course in a comparable fashion to the way they teach it on campus. This form is shared with those responsible for making the various instructional support arrangements. Instructors' requests are either met or modified to their satisfaction well before the courses begin.

At the end of the academic term, a "Resources and Facilities Follow-Up Form" is sent to instructors asking them to evaluate the provision of instructional resources for the course they have just taught. Items related to the quality of assistance provided by the credit programming unit and requesting suggestions for improvement are also included in this questionnaire. Thus the form is not only used to obtain feedback about the quality of instructional support, but is also used to obtain information about the unit's overall support of instructors' participation in courses and programs sponsored by the unit. The form therefore serves also as a tool through which information can be obtained for improving the credit unit's operation.

***Impact.*** The first two types of evaluation focus, respectively, on process and inputs. What is missing is a focus upon outcomes. Although often more difficult to design and justify financially, evaluation that asks what impact a course has had on learners' personal and professional lives is also important. As will be noted later, this type of information can be obtained as part of program evaluation. However, mechanisms should also be in place to collect this information about the outcomes of isolated courses. Single course offerings are usually taken by nondegree students who enroll to

achieve some specific personal or occupational goal. Therefore, information about how well courses are helping this group of learners to achieve their objectives is important.

Such evaluation provides information necessary for the design and instruction of these courses and communicates to nondegree students that the institution also values them, even though they are not pursuing a degree. If follow-up evaluations of this type cannot be justified for each course (because of logistical, financial, or other limitations), the programming unit might consider conducting a periodic evaluation of a random sample of nondegree students to determine how courses are meeting their needs. Such an evaluation can also be integrated with needs assessments for various groups of nondegree students and evaluations of marketing strategies.

### Program Evaluation

If certificate or degree programs are offered, these must also be evaluated. Although course evaluations provide the foundation for program evaluation, they alone are insufficient. Program evaluation requires collecting data from many sources across a number of dimensions not addressed by course evaluation. Sources of data include students who have graduated or who are currently enrolled in the program, faculty members who teach and advise in the program, and the sponsoring department or college. The kind of information that can be collected from each source will differ somewhat. These are outlined below.

*Students.* Information that can be collected from students includes:

1. Socio-demographic information that will permit analysis of data based upon different learner characteristics
2. Students' perception of course quality
3. Judgments about the contributions a program has made to individual learning objectives
4. Students' perceptions of the helpfulness of support services
5. Students' perceptions about the quality of program advisement, including provision of information about the program, admissions, course planning, and personal concerns
6. Students' judgments about the impact a program has had upon their personal and professional lives

Information can also be collected about learners' motivations for continuing their education, their reasons for selecting the institution's program, and how they learned about the program. Although this information does not

relate directly to program quality, collecting it as part of program evaluation provides a cost-effective means of gathering additional and vital data about program clientele and marketing.

***Faculty Members.*** Information collected from faculty members can include:

1. Information about faculty members, such as academic rank, number of courses taught, and role (instructor, advisor, faculty program coordinator) in the program
2. Assessment of the adequacy of facilities and instructional resources
3. Their judgment about the quantity and quality of program information provided to them
4. The comparability of residence and continuing education credit courses with respect to subject matter, amount of material covered, assignments and examinations, student performance, and course quality
5. The comparability of residence and continuing education students with respect to student traits, such as academic abilities, motivation, and maturity
6. Their perceptions of the quality of program advisement
7. Their judgment of the overall quality of the program.

Information collected about faculty members permits analysis of data based upon faculty members' different levels of experience and roles in a program. Such detailed analysis can provide important insights about factors that contribute to faculty perceptions of quality. Gathering data about a variety of program specifics allows a focus upon different program components, so that the sources of any problems can be readily identified. Asking faculty members to assess program components also requires them to think through the quality of each component before making an overall judgment of program quality. This exercise increases the validity of the overall evaluation and serves to remind faculty members of the elements necessary in offering high quality continuing education credit programs.

Information about the comparability of courses and students must be collected with great care. The concept of comparability (in contrast to equivalence) must be emphasized. In addition, the use of nontraditional methods of course delivery and of awarding credit must be understood by faculty members before their judgments can be considered valid.

***Sponsoring Department or College.*** The third source of data is the sponsoring college or department. The type of information collected at this

level focuses on more global dimensions, such as:

1. Program description and history
2. Quantity and quality of faculty involvement in all aspects of the program
3. Program rationale and purpose(s)
4. Program coordination
5. Extent to which the program has complemented and supported the unit's teaching, research and service missions
6. Current program status and future plans
7. Current enrollment and graduates by year
8. Courses offered and enrollment by term and year
9. Course delivery and scheduling
10. Student progress
11. Criteria and standards for admission.

Evaluation data collected from students and faculty members focus upon each group's perceptions of quality. Information collected from the sponsoring college or department focuses, in contrast, upon some organizational dimensions related to the program—the academic unit's support and coordination of the program, the unit's rationale for offering it, and the program's fit with the unit's overall mission. Other information collected from the academic unit is related to global curricular dimensions such as student progress, adequacy and coherence of course offerings, and course scheduling and delivery. This information complements data obtained from students and faculty, thereby providing a more complete picture of the program than would otherwise be available.

### Interpretation and Reporting

Once collected and assembled, the data must be interpreted and results reported through appropriate channels to the sponsoring college or department and the credit programming unit. As noted earlier, to obtain both legitimacy and objectivity in data interpretation it is important to involve a variety of persons in the interpretation process. Once reported, the results of the evaluation should serve as a means for the sponsoring department and the credit programming unit to correct any problems that have been identified and to highlight other areas upon which to focus in an effort to continually improve the program.

## Other Evaluation Tools

So far the procedures described in this chapter have concentrated on traditional evaluation methods. However, there are three infrequently used tools that can be profitably used by programming unit administrators to gain valuable insights about programs. These are transcript analysis, student tracking systems, and follow-up studies.

### Transcript Analysis

Student transcripts can be an important source of institutional data about programming. Transcripts usually include (1) the age, gender, and previous educational accomplishments of students; (2) dates of program entry and completion; (3) a chronological listing of courses and credits earned; (4) information about students' academic performance; and (5) information about course completion and transfer credits. The information in transcripts can be used to answer a host of questions about a program. These fall into three major categories: student progress, curricular coherence, and curricular choice.

In the student progress category, one can determine the number of years and semesters it takes students to complete a program, the number of semesters students "stopped out" and took no courses, and the number of times students withdrew from courses. In the curricular coherence category, course-taking patterns can be analyzed, the extent of adherence to predetermined course sequences can be ascertained, and students' movement from one form of registration to another (for example, between on- and off-campus registration) can be established. In the curricular choice category, one can assess students' curricular efficiency (ratio of credits taken to credits required), the number of transfer credits in students' programs, and the makeup of their curriculum with respect to course level, electives and required courses, independent study courses, and integrating experiences (for example, internships and practica). By comparing courses taken by students with courses offered at a location by the institution, students' curricular choice and flexibility in taking a variety of courses can also be determined (Donaldson & LeGrand, 1988).

The value of transcript analysis lies in the richness of transcript data, the longitudinal perspective that transcripts provide, and the opportunity they offer for analyzing data along a number of student characteristics, including age, gender, program, and previous degree. To the extent that other data have been collected from students (for example, their perceptions of different dimensions of program quality), the data compiled from transcripts can be analyzed in relation to these other data. This gives yet another basis for obtaining valuable information about a program. For example, one

can determine if there is a relationship between the curricular choice offered students and their perceptions of program quality (Donaldson & LeGrand, 1988).

Transcript analysis is very labor intensive, however. The analysis takes much time and can seldom be fully computerized. Programming unit administrators must therefore determine whether the information obtained from this technique is worth the investment of resources needed to undertake it. In addition, before analyzing students' transcripts, administrators must determine whether doing so is permitted by institutional policies and whether the analysis of transcripts conforms with state and federal regulations about informed consent and privacy.

### Student Tracking Systems

Rich, longitudinal data can be obtained through student tracking systems. A student tracking system offers many of the same strengths as transcript analysis. But it has the added advantage of control by unit administrators. It uses a predetermined plan for data collection instead of relying upon retrospective analysis of data accumulated at the discretion of the registrar. Also, because the system is under control of the programming unit, problems with programs or problems that students are experiencing can be identified at the time instead of after they occur. A tracking system is also especially useful in reviewing issues related to student recruitment and retention.

Developing and operating a student tracking system has some of the same weaknesses as transcript analysis. It too is labor intensive. Data about students must be entered each term. And unless a computer program that fits all or most of a credit programming unit's specifications can be readily obtained, the cost of developing a student tracking computer program must also be borne. Again, costs must be weighed against benefits. An excellent source about student tracking systems and their design is *Establishing a Longitudinal Student Tracking System. An Implementation Handbook*, which was prepared by the National Center for Higher Education Management Systems (Ewell, Parker, & Jones, 1988).

### Follow-Up Studies

Follow-up studies focus upon the impact that a program has had on the personal and professional lives of program graduates. These studies can be conducted on a one-time basis (cross-sectional design) or can follow graduates for several years (longitudinal design). The particular approach taken will depend upon the specific questions one wants to answer. Follow-up studies can consider the impact that programs have had on (1) students'

employment (for example, full-time, part-time, and whether employed in the field trained for), (2) students' earning power, (3) job performance, (4) job satisfaction, (5) performance in students' personal lives, (6) general life satisfaction, and (7) a combination of these and other factors. But here, too, these studies are costly and labor intensive. They require identification of all graduates, careful design of questionnaires or interview guides, mail or telephone surveys, and data analysis that may be quite complex, perhaps requiring statistical consultation.

The three evaluation tools just suggested have two things in common. They provide rich information about programs that is unavailable through traditional methods. But they also are costly. Costs must therefore be weighed against benefits when considering any of these tools. One must keep in mind, however, that institutions of higher education are increasingly being held accountable for the impact of their programs. The same is true of continuing education credit programming units. The additional information obtained through transcript analysis, student tracking systems, and follow-up studies has much potential for contributing to the quality of local decision making and for providing rich insights into the impact that programs have on the personal and professional lives of adult learners.

## Summary

In this chapter several evaluation principles in continuing education credit programming have been detailed, some approaches to the evaluation of courses and programs have been suggested, and three special evaluation tools have been briefly reviewed. Offering high quality credit courses and programs is basic to a credit programming unit's acceptance and credibility. Well-developed evaluation policies and procedures contribute much to high quality programming. When conducted well and when ownership is shared, evaluation also builds support and strengthens relationships.

# Conclusion
# The Challenges of Credit Programming

Chapter 1
Guiding Principles of Leadership and Coordination

Chapter 2
Organizing and Coordinating a Comprehensive Program

Chapter 3
Developing and Strengthening Relationships

Chapter 4
Working With Faculty

Chapter 5
Evaluating Credit Courses and Programs

Conclusion
The Challenges of Credit Programming

Several themes have emerged throughout this discussion of continuing education credit programming units and the courses and programs they sponsor.

## The Importance of Influence

The first theme is that unit administrators must rely upon leverage, or influence, to effectively coordinate programs and to gain the institution's acceptance of policies and procedures that support the credit programming unit and the adult learners it serves. A programming unit administrator's ability to exercise influence is contingent upon a continuous process of building and maintaining good working relationships with a variety of programming unit stakeholders and upon the recognition of the administrator's managerial and educational expertise. Although leadership has always been required of deans of continuing education, today it is also being demanded of credit programming unit administrators.

During the past few decades higher education institutions have become more complex and their component parts have grown increasingly interdependent. As a result, the power once wielded by a few over an entire institution has been reduced, and leadership has been increasingly required of persons at lower organizational levels. Therefore, credit programming unit administrators can no longer limit their activities to program coordination. They must also take up the challenge of leadership.

## The Complexity of Credit Programming

A second theme is the comprehensive nature of organizing and administering credit courses and programs. As noted in the "Introduction," the administration of credit courses and programs requires most of the functions needed to run many small colleges. Administrators must simultaneously juggle needs assessment, budgeting, marketing, student recruitment and retention, program development, program coordination, faculty participation and development, budgeting and financing, various modes of course and program delivery, student support services, and course and program evaluation, while also attending to the demands and constraints imposed by external agencies and by the parent institution. Administrators must also contend with being caught in a constant tug-of-war between, on the one hand, serving the educational needs of client groups and, on the other, honoring the expectations of internal stakeholders and opinion leaders that

the credit programming unit and its programs in no way deviate from the institution's vision of quality.

Consequently, administering credit courses and programs requires much energy, a capacity to deal with plenty of ambiguity, flexibility in approach, a willingness to live vicariously, and the ability not to take oneself too seriously. It requires programming unit administrators to know their strengths and weaknesses and to schedule free time and personal time to avoid having the job become all-consuming.

## Opportunities and Leadership

The third theme is opportunity. Continuing education credit programming has reached a stage of maturity during the past decade. The recognition of its importance is intensifying in continuing education and higher education alike. Credit programming is becoming more differentiated in form, level, and mode of delivery, thereby creating more opportunity for administrators to work with a variety of people across the campus and with a diversity of client groups.

The potential for stimulation and personal and professional growth through such opportunities is boundless. By being at the margins, administrators must also deal with the tension of having to be closely associated with the values and workings of the parent institution while also having to be innovative and represent the educational needs of adults. But from this tension arise opportunities for leadership. To take advantage of these opportunities, however, unit administrators must be willing to participate fully and proficiently in leading higher education into a new era of educational service to adults.

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His research interests are in continuing higher education and continuing professional education. He has written on strategic planning, noncredit course development and planning, faculty incentives for continuing education, continuing engineering education, continuing social work education, and the exemplary instruction of adults. He is currently conducting studies (1) on the curricular design and implementation of off-campus graduate degree programs, and (2) on the working roles of continuing higher education program administrators.